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Relating the Library to the Classroom

Reference Work at Amherst College Library

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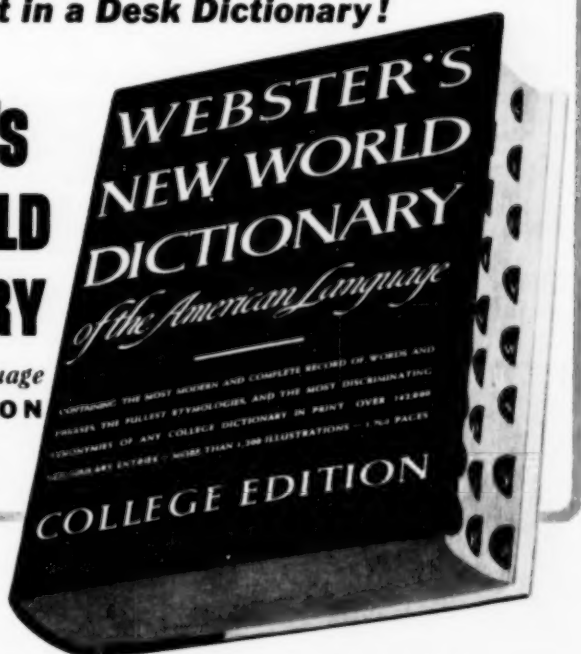
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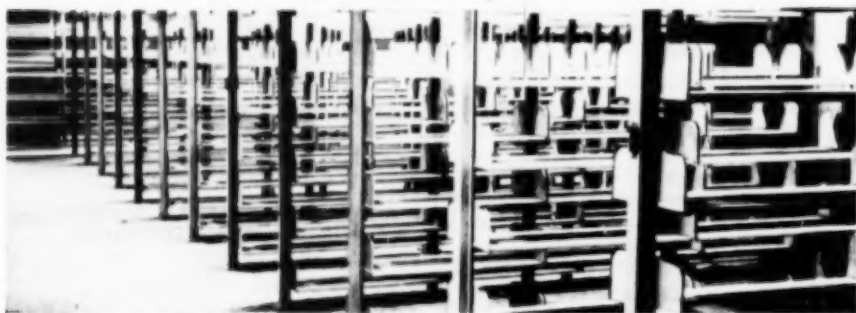


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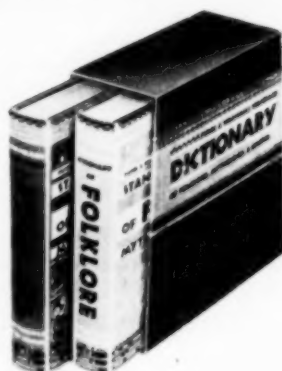
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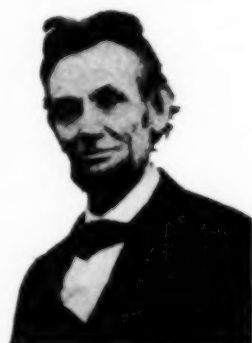
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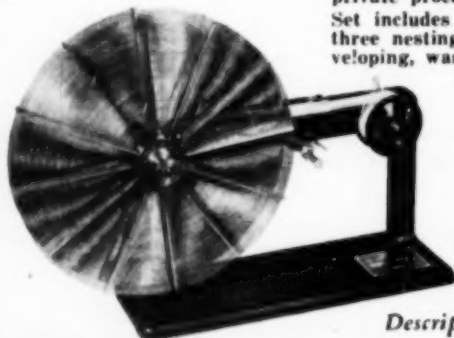
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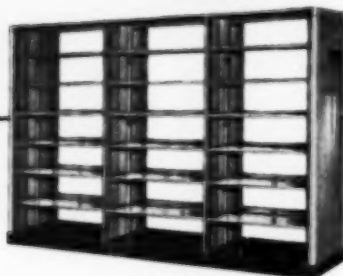


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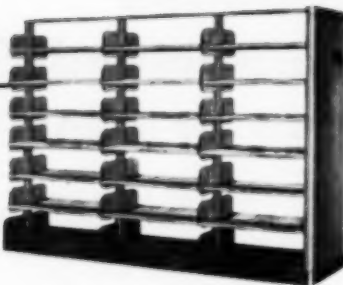
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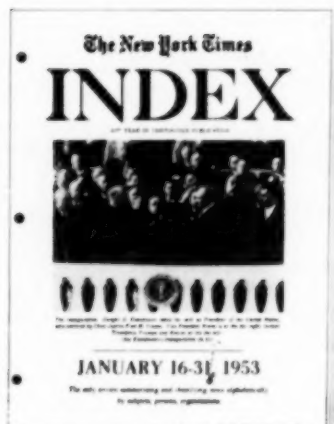
Contents

DETERMINING FACTORS IN THE EVALUATION OF THE MODULAR PLAN FOR LIBRARIES. By <i>Ralph E. Ellsworth</i>	125
CRITIQUES OF THREE COMPLETED LIBRARY BUILDINGS: A SYMPOSIUM	
Introduction. By <i>Robert H. Muller</i>	129
The M.D. Anderson Memorial Library. By <i>Howard F. McGaw</i>	130
The Woman's College Library, The University of North Carolina. By <i>Charles M. Adams</i>	135
Charles Hayden Memorial Library. By <i>Vernon D. Tate</i>	139
WAYNE UNIVERSITY LIBRARY BUILDINGS. By <i>G. Flint Purdy</i>	143
AMERICAN INTERNATIONAL COLLEGE LIBRARY BUILDING. By <i>Eulin K. Hobbie</i> ..	147
UNIVERSITY LIBRARY BUILDINGS IN THE UNITED STATES, 1890-1939. By <i>Helen Margaret Reynolds</i>	149
VARIATION OF THE SUBJECT DIVISIONAL PLAN AT OREGON. By <i>Percy D. Morrison</i>	158
THE FRESHMAN-SOPHOMORE LIBRARY AT MINNESOTA. By <i>Robert H. Rohlf</i>	164
RELATING THE LIBRARY TO THE CLASSROOM: SOME SPECIFIC SUGGESTIONS. By <i>W. L. Williamson</i>	167
REFERENCE WORK AT AMHERST COLLEGE LIBRARY. By <i>Hugh Pritchard</i>	172
MANAGEMENT IMPROVEMENTS IN LIBRARIES. By <i>Francis R. St. John</i>	174
NEW PERIODICALS OF 1952—PART II. By <i>Edna Mae Brown</i>	178
BRIEF OF MINUTES, ACRL BOARD OF DIRECTORS, FEBRUARY 3-5, 1953	183
NOTES FROM THE ACRL OFFICE. By <i>Arthur T. Hamlin</i>	190
NEWS FROM THE FIELD	192
PERSONNEL	200
APPOINTMENTS	201
RETIREMENTS	202
NECROLOGY	203
FOREIGN LIBRARIES	203
REVIEW ARTICLES	
Syntopicon to Great Books, <i>Margaret Pierson, Louis Shores, Joseph S. Komidar</i>	204
Early American Public Library, <i>Joseph A. Borome</i>	208
Standard Gazetteer, <i>Merle C. Prunty, Jr.</i>	210
English Literature, 1660-1800, <i>A. T. Hazen</i>	211
NOMINEES FOR ACRL OFFICERS, 1953-1954	212
BIOGRAPHICAL NOTES	213
NOMINEES FOR SECTION OFFICERS, 1953-1954	217

April, 1953

Volume XIV, Number 2

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By RALPH E. ELLSWORTH

Determining Factors in the Evaluation of the Modular Plan for Libraries

Dr. Ellsworth is director of libraries, State University of Iowa.

EVALUATION of the modular method of planning libraries has, since 1943, focused too often on side issues and irrelevancies. Thus when one hears discussions among librarians of how to carry ventilation ducts through columns, or whether a modular library must use the "divisional" type of organization, one can be certain that misunderstandings exist.

Responsibility for this misunderstanding would seem to be about equally divided between those of us who did the first talking and the natural human tendency to relate things that happen at the same time even though they have no connection. Everyone remembers that the first automobiles had a whip holder.

The critical points around which evaluation of the modular idea should take place seem to fall into two categories: program planning and construction techniques. This article will attempt to state and discuss the relevant points in each category.

First, Program planning

Is the modular idea applicable to one theory of college or university library plan, or can it be used for all known types of organization?

Unfortunately, because of my connection with the development of the University of Colorado subject divisional plan of organization, it was assumed that the same plan would be imported to Iowa. And when we announced our intention to adopt the

modular idea, it was inevitable, it seems, that the idea would get around that modular and divisional were inseparable.

Our choice of a non-divisional plan at Iowa was based not on dissatisfaction with the divisional plan, but on our desire to experiment with other new ideas. And that is what we have done.

Proof of the adaptability of the modular idea lies no longer on claims but in the operation of existing buildings. At Princeton in the below-ground levels one can find a variety of patterns: administrative offices, reserve rooms, seminars, staff rooms, open and closed stacks, oases and research quarters. In the Iowa building there are at least three different types of organization, and the only thing they have in common is open stacks. The organization of service in the North Dakota State College Library, the North Carolina College for Women, and Bradley are entirely different from one another, and from Princeton, Iowa, or Washington State.

Ironically, one can find all kinds of organization in these libraries except the subject divisional arrangement that was used at Colorado.

It is true that the architects of these buildings have used a low spread-out style, but so have the architects of most of the new non-modular buildings. Modules can be stacked in whatever manner the architect wishes. It is also true in these buildings that there has been a tendency to use the open shelf plan, and to achieve an informal uninstitutional mood. The same can be said of the non-modular buildings.

Are modular buildings more expensive to staff than other types? The staff costs of a particular building may be a factor of the plan of organization, or of the physical layout and features of the building, and it is not always easy to assign responsibility. Thus, in making comparisons between types of buildings in terms of staffing costs, care must be taken lest the results be invalid.

Because of the current stress on the public service aspect of university librarianship most of the newer buildings,—modular or otherwise, have larger staffs than did their predecessors. But when staff size of various libraries is compared with other factors such as size of the book collection, enrollment, dollars spent for books, it is clear that the element of modularity has nothing to do with the size of the staff.

Perhaps it could be said that a librarian who would choose a modular building would be the kind of librarian that would emphasize the teaching and research role of the library rather than the storage concept. And it can be assumed that storage libraries require smaller staffs than do "teaching" libraries. Except for this possible indirect relationship, staff size is a resultant of other factors.

Second, Construction techniques.

Do modular libraries violate traditional laws of aesthetics? This question should be considered thoughtfully by anyone who bears the responsibility of planning a library, because as Dean Hudnut pointed out in his address to the New England Library Association in 1948,¹ libraries belong in the humanistic tradition, Dean Hudnut pleaded with librarians not to let their zeal for functional buildings lead them into the trap of planning buildings that would not be supremely beautiful. Ralph Walker in a fine rage lashed out against the

lack of traditional beauty in modular libraries. (*Books in Libraries*: Printed for the Friends of the M.I.T. Libraries. Portland, Me. July '51.) The latter, by the way, spoke before he had seen one.

Both of these men were right, to some extent. The interiors of existing modular libraries are not beautiful in the same way that the interior of older buildings—such as the Boston Public, or Harper Library at Chicago, or the Deering Library at Northwestern—are. There are no rooms that are gems of architectural genius. There is a lack of form, in the traditional sense, in these buildings, and this is of course heresy to many architects, just as the writing of Hemingway, Lewis or Faulkner, or the drawings of the Abstract School are to the more traditionally minded in those fields of art.

But this does not mean that Ralph Walker is necessarily right in the long run. The librarians who have to manage one of the older buildings are likely to agree that the aesthetic qualities and the utilitarian qualities are two separate things entirely. Perhaps the aesthetic justification of the modular building lies in the beauty of their fine functioning of services. To a librarian, this is desirable; to a traditionally minded architect, blasphemy. Frank Lloyd Wright's statement in the October issue of the *ALA Bulletin*, p. 293, indicates that he might approve. The lack of style in the exterior of most of the modular buildings seems to bear out Mr. Wright's statement that no one knows just what a library should look like, if it is supposed to look like a library and not a church. Mere wrapped-up space is not yet accepted as a thrilling concept to architects, or to laymen.

For over a century architects have had their way. Perhaps librarians can be forgiven for daring to assume a belligerent attitude.

¹ Hudnut, J. "Architects and Librarian," *Library Quarterly*, 18:93-9 April 1948.

Are modular libraries more or less expensive than other types? This question is so complicated that the writer is of the opinion that it cannot be answered objectively at the present time. The dilemma arises from the fact that measuring costs in terms of cubic feet is no longer meaningful. Cost per square foot is the only useful measure, and in calculating the square foot costs of a traditional building, there are problems. For instance, how do you count the stacks, stairwells, and other service units? No one thus far has had time to work out a simple rule for making the comparisons accurately, and until this is done, cost comparisons are not possible.

Nor are other kinds of measures such as cost per reader, or per book stored, valid. In a modular library, with its interchangeable space, the most one can say of a given building is that "with space for x readers, x number of books can be housed." Figures on costs per reader or per book housed are meaningless in this situation.

It is true that assertions have been made about the short and long term economies of modular libraries, and it is the writer's opinion that these guesses were not too far wrong, but as things now stand the proof is not yet spelled out.

What about the wisdom of using the columns for ventilation ducts? Angus S. Macdonald developed an excellent and economical method of constructing columns so that they could also be used as air ducts, and it was therefore natural that many of us associated the modular idea with his method of construction. It is, in the writer's judgment, unfortunate that more libraries did not use Macdonald's invention, but actually there need be no relation between the two. Air can be circulated to all parts of a modular building through the ceilings without involving the columns at all. Indeed, in view of the ignorance one finds in the typical ventilation "engineer,"

there are good reasons for using traditional methods only. A good engineer can, of course, achieve good results at a low cost with Macdonald's method, and with others.

What about low ceiling heights? All the predictions by architects (See Minutes of the Cooperative Committee on Library Building Planning) about the depressing effects of low ceilings in reading rooms have not been borne out by the facts. In the Iowa building (whose ceiling heights—8'½" are the lowest of all the modular building), for instance, no one pays any attention to the ceilings unless attention is called to them.

But low ceilings have no virtue in themselves (except as they make it easy to provide good lighting). What then is the point of using them? One of the claimed virtues of modular buildings is their flexibility. Reading room space converted to stack space should not waste space above the book ranges. Thus, the nearer the ceilings can be brought down to 8' the better. The Iowa building shows that this can be done, but also that it need not be done.

The calculation behind this statement proves the point. Since the stack ceiling heights are 8'½" and the stacks are 8 shelves (or almost 8') we waste less than four inches above them. Call this a one foot waste. In the reading areas we save the difference between 8' and 15', or 7'. Then: 40,000 sq. ft. in stack floor \times 1 cu. ft. waste = 40,000 cu. ft. wasted. 80,000 sq. ft. in reading room floors \times 7 cu. ft. saved = 560,000 cu. ft. saved.

This calculation suggests that one could afford to be more generous with the ceiling height if this is desired.

How big should the modules be? No final answer can be given to this question. In fact, the writer ventures the assertion that as long as the columns are spaced at distances 20 ft. or more, the question is not

very important in terms of floor space utilization. It may be in terms of construction costs. In theory, if you approach the problem by measuring the number of feet required for tables, aisle widths, distances between table edges and stacks, etc., you arrive at figures somewhat as follows: (And, of course, one *should* achieve the utmost economy in the use of floor space.)

Assuming the following basic distances:

Stack range length—units of 3 feet plus 4 inches for range ends
Table widths—43 inches
Table lengths—6, 9, 12 feet
Distance between tables—5 feet
Distance between tables and stacks—6 feet
Stack Centers—4½ feet

The smallest practical reading room dimension for a module would appear to be 24'2" from edge of column, to edge of column (size of column not important in this connection unless larger than 18"). This figure is developed as follows:

6' From edge of stack to 1st table.
43" Table width
5' Between tables
43" Table width
6' From edge of table to edge of stack
—
24'2"—18" for column or 25'8" between column centers

But it is necessary to assume that the same space will some day be used for book storage. If stacks are spaced on 4½' centers, five ranges take 22½" and six take 27'.

Thus, it would appear that in the interest of economy of floor space utilization it would be best to use a dimension of 27' between column centers along one of the sides of a module, and when the space is used for reading room purposes, spread out the tables slightly more than is necessary. The dimension of the other side of the module should be in units of 3' and should be not less than 18' if seminars are to be provided.

If the 43" table width is changed, the dimension of the module can be changed accordingly.

These theoretical calculations plus the evidence that can be found in existing libraries suggest that a module size can be determined that will not waste floor space.

Are "Dry" movable partitions sensible?

Since one of the reasons for modular buildings is their flexibility, it follows that some type of movable partition is essential. All non-bearing partitions are movable, of course, but this discussion is limited to two kinds; Johns-Manville Transite and Mills metal partitions. Once erected both kinds serve well except that the sound deadening qualities of the metal partitions seem better. The metal partitions can be moved much more quickly and with much less messiness. The Transite partitions are harder to damage with scratches and should not have to be painted. They are harder to wash than the metal. The initial cost was about equal two years ago.

In operation, library users are not aware that the partitions are movable.

Problem of locating light switches. Since switches must be located at the time a building is planned and since moving them is expensive, there is a basic dilemma here. Locating them on the columns gives maximum control of the light fixtures for each module as a whole, but not when the module is subdivided. Unless there are master zone controls at a convenient location, purely local controls are expensive to administer. In the stacks, the ends of ranges are better places for switches than are columns.

It must be admitted, therefore, that the problem of locating light controls is a difficult one, and that some kind of combination of local and zone control is necessary. This is one of the penalties one must pay for the privilege of flexibility.

(Continued on page 142)

Critiques of Three Completed Library Buildings

THE FOLLOWING PAPERS by Dr. McGaw, Mr. Adams, and Dr. Tate were presented at the meeting of the ACRL Buildings Committee, January 31, 1952. Dr. Muller has written an introduction to these papers.

By ROBERT H. MULLER

Introduction

Dr. Muller is director of libraries, Southern Illinois University.

IN PLANNING A NEW library building, much can be learned from the experiences of those occupying other library buildings. If librarians are satisfied with certain features in a building, they are under professional obligation to communicate their satisfactions; if they are dissatisfied, they are under even greater obligation to warn their colleagues and architects not to make the same mistakes. Without such communication, library building design will show little progress over the years. Librarians and architects must try to resist the tendency to copy traditional patterns as well as patterns that depart from tradition until they have had an opportunity to determine as objectively as possible whether the particular pattern selected has met with satisfaction in the crucible of day-to-day operations and long-range requirements.

The greatest obstacle to frank communication concerning library building design is the very human tendency to hide one's mistakes. Librarians and architects can hardly be blamed for their reluctance to publicize shortcomings in planning since their professional reputation might be affected. It is, therefore, preferable to have library buildings evaluated by those who did not have a major share in the planning of the building under review.

The three library buildings of institutions of higher education reviewed on the following pages meet this requirement to a considerable extent. Although the critiques were written by the librarians now occupying the respective buildings, the authors did not participate in all the stages of planning. At

M. I. T., the "program" had already been drafted when the present Director, Vernon D. Tate, was brought into the picture; at the Woman's College Library of the University of North Carolina, Librarian Charles M. Adams was consulted after the design of the exterior had been settled; at the University of Houston, Librarian Howard F. McGaw was not appointed until the library building was practically finished. To be sure, a completely objective evaluation would require a team of disinterested observers brought in from the outside for a sufficient length of time, who would not be afraid to step on anyone's toes and would not feel under any obligation whatsoever to protect personal or institutional reputations.

Despite their personal and institutional involvements, the authors have achieved a remarkable degree of objectivity and frankness and have formulated their recommendations in clear-cut fashion for the benefit of other institutions of higher education.

Two of the buildings were completed in 1950 and one (the University of Houston Library) in 1951. The cost of construction plus equipment ranged from about \$1,200,000 to about \$3,500,00 per building. Two buildings are of modular design, providing a high measure of horizontal flexibility. Contemporary exteriors and modern air-conditioning characterize M. I. T. and the University of Houston, whereas the North Carolina Woman's College followed the Georgian style of architecture and did not provide for cooling and dehumidifying of air.

The institutions selected for review represent a variety of institutional patterns. The University of Houston is a young municipally controlled university of large enroll-

ment, including many graduate students; its present book stock is relatively small, and the library system is highly centralized. M. I. T. is a privately controlled institution for education in the sciences and engineering, with a very high proportion of graduate students; the library system is decentralized, and the new building is largely devoted to the humanities and a part of the social sciences, as well as facilities for research and library administration. The North Carolina Woman's College is a state-supported college, largely for undergraduate education of women. Each institution planned a library for its particular needs, which would indicate that no one library building pattern fits all institutions equally well.

The degree to which new library buildings have proved satisfactory in practice has occasionally been reported on in the past. Such reports were made, for instance, for the library buildings of the University of Colorado,¹ St. Bonaventure College,² Columbia University,³ Harvard's Lamont Library,⁴ Princeton University,⁵ and for a group of 35 college library buildings built between 1937 and 1947.⁶ The

Buildings Committee of the Association of College and Reference Libraries sponsored a meeting on July 19, 1950 at the Cleveland Conference of the American Library Association, at which the library buildings of Illinois State Normal University, Eastern Illinois State Teachers College, Denison University, and Southeast Missouri State College were critically discussed, but the proceedings were not published; one of the speakers at that meeting, who shall remain anonymous, expressed the following view: "I do not know how others who participated in the panel feel about having a printed report of the minutes. It seems to me that in such discussions we are likely to share with fellow-librarians details of construction or operating faults that it would be unwise to publicize in print, and it might be better to have no publication of the report of the meeting."

At the 1951 Midwinter Meeting of the American Library Association, the ACRL Buildings Committee sponsored an open discussion on the library buildings of the North Dakota Agricultural College and Bradley University, the proceedings of which were also not published, largely because publishing facilities were not available.

It was fortunate that the three speakers at the open meeting of the ACRL Buildings Committee during the 1952 ALA Midwinter Conference in Chicago permitted publication of their critiques. Their generosity and co-operation has made this publication possible. It is hoped that other librarians will profit from their frankness.

By HOWARD F. McGAW

The M. D. Anderson Memorial Library

Dr. McGaw is director of libraries, University of Houston.

NO MATTER WHAT THE COST of a library building, no matter how many hours have gone into its planning, no matter how thorough and conscientious the building committee and the architects, the chances are that the completed structure will have faults—most of them minor, but some of them seri-

ous. No exception to the above statement can be made in the case of our new library at the University of Houston.¹ We moved into this building during the Christmas holidays of 1950, and were so relieved at abandoning the old quarters—which were less than a fourth the size of the new ones (to say nothing of their lack of efficiency and attractiveness)—

¹ See pages 134-5 for type of building, statistical data, etc., and floor plans.

that we were certainly in no mood to be critical. But just as in the case of the proud new homeowner who, after having lived in the dream house for a year or so, discovers that this and that should have been done differently, so our staff, as the glamour months passed by, gradually came face to face with certain shortcomings.²

Lest there be any misunderstanding, we want everyone to know what a splendid building we have, and how proud we are of it, but we believe that an obligation to the library profession, and to architects of library buildings, compels us to be perfectly frank and to point out what we would do should the fanciful opportunity be afforded us of redesigning our facilities. You will not accuse us, then, of being unappreciative of the generosity of our donors and of our administration, but rather you will be grateful, we trust, that in planning your own new building you will be able to profit from our experience.

Special Facilities

1. On the left side of the main entrance-way there is a ramp for the use of wheelchair borrowers. A waist-high wall hides the ramp from view and gives a balanced effect to the front of the building. With as many crippled G.I.'s as are likely to be on university campuses for some time to come, other institutions would do well to consider the incorporation of such a facility in their new buildings.

Two mistakes that others can avoid, but which were somehow made in our case, are, first, designing some of the doors of such width that they will not accommodate the larger wheelchairs; and, second, failing to provide a ramp at the loading dock—not for wheelchair patrons but for the use of the audio-visual staff, who need to cart their various pieces of equipment to different parts of the campus and back again.

2. Book-return chutes for use when the library is closed were not provided for in our building. We really should have two of them: one at the front entrance and the other at the side of the building near the library parking lot. In the latter case the student, if he is in his car, and if he needs only to return

his books, can drive into a special area of the parking lot and, without getting out of his car, deposit his books in the chute. It would now be too expensive for us to arrange for a book-return chute in the front of the building since this was not planned for from the beginning, but one near our loading dock can be built at relatively little cost—a gravity-type chute which could be made to enter the building simply by the removal of a pane of glass from a window on the ground floor, and which would terminate not far from the electric elevator and thus connect with the loan desk on the main floor.

3. We would also recommend a driveway approach to one of the entrances to the building so that in rainy weather library users could be dropped off or picked up beneath the shelter of an overhanging roof. The lack, in our building, of a public passageway from the loading dock into the library is a definite drawback.

4. Within a few steps of the loan desk we have an elevator and a dumb-waiter. Our experience (in an open-stack library) shows that the dumb-waiter is never used except for only a few books (a half dozen or less) at a time, the elevator being able to accommodate our needs for all other purposes. If a dumb-waiter is to be used, we would recommend one of a size large enough to hold a book truck. (Our 250-pound capacity book lift is sufficiently spacious for this purpose but since the shaft openings are at waist level rather than at floor level, book trucks cannot be used.) If this type cannot be afforded, we would recommend spending only as much money as might be required for the installation of a 25-pound capacity book lift (if such can be found on the market).

5. Of the 119 carrels in the library, twenty-four are of the enclosed type. A much larger proportion would have been desirable. The waiting list is long and the turnover of holders is low. On the other hand, the number of the open-type carrels is more than sufficient to supply the demand.

6. One of the accommodations of our new building which is very popular with students is a room on the main floor which has been equipped with six typewriters. Any student may use one of these machines simply by signing up for it at the loan desk. It would be more desirable, however, if one or two small rooms were available for this purpose

² Fortunately for me, my connection with the University of Houston dates only from September of 1950, by which time the library building was practically finished; therefore I was unable to contribute my share of the mistakes.

on each floor. The library would not necessarily have to furnish the typewriters, and the rooms need not be soundproof.

7. Just off the student lounge on the ground floor we have five public telephone booths; but for a month or two after we moved into the building there were no such facilities on the other floors. Then we installed a portable booth on the third floor—a location which provides much more convenient service to students on the top two floors.

Air-Conditioning System and Lighting

8. As long as the library's air-conditioning system is working satisfactorily, the General Reference Room and the Auditorium are comfortable enough. But when the system gets out of adjustment, the people who have to use these rooms wish that all the windows were not of the permanently closed type. Our recommendation, then, is that unless you can be given a guarantee of complete satisfaction with the air-conditioning system in your new building, specify the type of windows that can be opened.

9. The best air-conditioning system cannot operate very effectively if too many handicaps must be overcome. Until a few months ago there were two 500-watt incandescent light bulbs in the ceiling fixtures of my office, and at times the room would get so warm that I would not only have to shed my coat but turn on an electric fan. The situation was remedied by replacing the 1000 watts of incandescent lighting with 320 watts of fluorescent lighting. The portable fan is no longer needed, and the illumination is quite sufficient.

Most of the building is equipped with incandescent lighting, the exceptions being the General Reference Room, the foyers, the Bibliography Room, and the Loan Desk area. From the point of view of both comfort and economy, we would favor 100 per cent fluorescent lighting.

Relationships

10. When the auditorium and the Audio-Visual Center were being planned, one thing was overlooked, or its importance was minimized, and the proper relationship between the two facilities seems to have been reversed. In the first instance, I refer to the lack of a dressing room, which is badly needed when

the auditorium is used for dramatic performances, etc. (One of the Audio-Visual Center rooms is used for this purpose—an arrangement which is quite unsatisfactory from the point of view of inventory control.) In the second place, the auditorium should have been turned around, so as to place the projection room, and not the stage, in juxtaposition to the Audio-Visual Center.

11. The library's General Reference Room has one large set of doors, and these doors open into the lobby, at the other end of which are the doors of the auditorium. This arrangement, from the aesthetic point of view, provides an attractive, balanced effect. But from the functional point of view it would have been more desirable had the exit from the General Reference Room been placed opposite the loan desk. Then, at times when the reference librarian is away from her desk, the exit could be supervised by the Circulation Department.

12. Our Bibliography Room, which houses the public card catalog, periodical indexes, etc., is just behind the loan desk—the two areas being walled off and separated by a door. When we first moved into the building it was necessary for us to keep the door open at all times; otherwise students in the Bibliography Room could not, without taking a number of extra steps, get assistance from staff members in the Circulation Department. By cutting the door in half and mounting a shelf atop the bottom half, thus forming a Dutch door, we were able to keep students out of the staff area, but still provide convenient bibliographical service. (Incidentally, the top half of the door, since it would have served no purpose in our case, was not rehung; the bottom half is all we need.)

13. On the roof, just outside two of our fourth-floor seminar rooms, there are exhaust vents from the air-conditioning system which are so noisy that an instructor and his students cannot carry on a discussion if the windows are opened. The location of these facilities in respect to each other should be taken into account.

Space

14. The fact that our Technical Services Division is already beginning to feel crowded points to the necessity for providing the members of this division with very generous space assignments. Fortunately, in our case, the

modular-type construction of the building will permit the Technical Services Division to expand into the present quarters of the Business Administration Library, at no more expense than cutting through a couple of inches of plaster in order to form one or two passageways. This, of course, will involve shifting the Business Administration books to another part of the library, but such is the flexibility of the building's arrangement that no serious problem is presented.

15. In view of the fact that instructional departments will be expected to make greater and greater use of audio-visual facilities, we would urge that estimates of space requirements for the university's audio-visual program be figured with this trend in mind. A shortcoming of our own new building is that the Audio-Visual Center is inadequately provided for.

16. When we moved into our new quarters, we spread out all over the building. That we should do so was the intention from the beginning, but "hindsight" has suggested that we might have taken over the first three floors only, reserving the top floor for future expansion. This kind of arrangement would entail considerable shifting of books during the expansion process, but such inconvenience would be offset by the fact that perhaps for several years no supervision or maintenance would need to be provided for on the top floor, and both staff members and library users would be spared a countless number of extra steps.

Safety

17. In order to comply with fire regulations, three of the doors at the rear of the library building must be kept unlocked from the inside. On each of these doors we arranged for the stenciling of a conspicuous sign, reading "FOR EMERGENCY USE ONLY." Despite the sign, however, we were bothered quite often by students who left the building through these doors. After putting up with this for a few weeks we stenciled beneath the first sign a still more conspicuous one, which reads: "WARNING! THIS DOOR IS CONNECTED WITH ALARM SYSTEM" (the opening of any one of the three doors sets off a buzzer near the loan desk; and a light flashes on to indicate which of the three doors has been opened). But we find that even this arrangement does not stop

some students. We are planning, therefore, to install on each door a lock-releasing mechanism inside a little box the front panel of which (made of glass) must be broken before the mechanism can be reached.

18. Inspections by fire marshals doubtless vary in strictness from city to city and state to state, but in our case we were told that the draperies in the auditorium (which is classed as a public assembly hall since outsiders frequently use it) had to be fire-proofed. We recommend, therefore, that this situation be investigated before you purchase your draperies.

19. Since stepping off a loading dock could possibly result in a broken leg, or even a broken neck, and since it is not inconceivable that sometime, should proper precautions not be taken, somebody might have this experience, we ordered a gate made. Having to open and close it is a nuisance, of course, for the janitor and the delivery men, but better have the nuisance than run the risk of just one serious accident.

Miscellaneous

20. In the stone border around the top of the building there are carved the surnames of sixty famous men-of-letters—names that are representative of all literary periods and all nationalities. Since the names do not appear in alphabetical order, and since to check on the possible omission of a favorite author would necessitate a trip around three sides of the building, it is highly unlikely that anyone will ever take the trouble to compare this group of names with a selection of his own choosing. But one day we were inspired to copy the names from the border and to alphabetize them, with the idea of having the list published in the campus weekly. It was then that we noticed that such eminent writers as Emerson, Balzac, Milton, Dostoevski, and Tolstoi had somehow been overlooked. In view of the inclusion of characters as little known as Anacreon and Camoens, and as undeserving of pre-eminent rank (by comparison with Emerson, Milton, etc.) as Longfellow and Wilson,¹ the omissions are evidence that more care needs to be exercised in compiling such a list.

21. Some of our staff members have indicated that the asphalt tile in the service

¹ The Scottish author, best known by his pseudonym, "Christopher North."

areas offers too little resiliency for comfort. Considerable strain would have been avoided for these people, who must be on their feet so much of the time, had cork, rubber tile, or some other covering been used. Rubber tile is used in the lobby, Bibliography Room, General Reference Room, and on the patrons' side of the loan desk, but not on the staff side of the desk, nor in the Technical Services Division, etc.

22. Even the choice of equipment in the restrooms is a matter on which the librarian should be consulted. For one thing, he should definitely specify for the toilets a nickel-plated or similar-type tissue dispenser. A dispenser on which it is possible to draw or scratch will inevitably invite pornographic decoration. Only a few of the men students on each campus are responsible for this type of "art," but if their creativeness can be curbed by the presence in the restrooms of booths and hardware with only non-markable surfaces, the library staff and the institution's administration will be spared needless embarrassment, and the maintenance department needless trouble. We are happy to report that our own facilities must have been selected by a person or committee who had the above considerations in mind.

Two other articles of equipment in the restroom may be considered here: the faucets and the soap dispensers. Our experience, in other buildings, with the spring-release, push-type faucet has not been satisfactory. Either

the water is released in such a trickle as to yield an altogether insufficient amount; or it gushes out all over one's sleeves. We are fortunate in having the good old-fashioned conventional type here.

Lastly, the soap dispenser. Our preference, after experimenting with other styles, is for the type which was installed here: liquid soap in a glass bowl, releasable by a plunger. The obvious advantage is that the source of supply is visible. If one container is seen to be empty, a person can easily step to the next one. Contrast this with the situation where the container is within view but is opaque, or where the container is behind a wall. Preference for the liquid-type rather than the lather-type soap is based on our experience of almost invariably obtaining a sufficient amount of the former with the expenditure of less effort than is required to obtain an insufficient amount of the latter.

The decisions made here are rather inconsequential when compared with those called for by the hundreds of weighty and complex problems confronting a building committee, but it is the attention given to just such details that can often make the difference between a library which students like to use, and one which they tend to avoid.

Again let us emphasize the point that our building has all of the fine features and the special accommodations one would expect to find in a modern library.

STATISTICAL DATA AND GENERAL INFORMATION

Four-story T-shaped building. Modular construction.¹ Air-conditioned throughout. Gift of the M. D. Anderson Foundation.

Construction begun, 1949; completed, 1951.

Cost of building (including equipment): \$1,500,000.

Square footage (excluding areaways and utilities tunnel): 92,700 sq. ft.

Dimensions:

Over all: 213 feet wide by 191 feet deep;

Central section: 113 feet wide by 176 feet deep;

North wing (Auditorium): 52 feet wide by 77 feet deep;

South wing (General Reference and Reading Room): 52 feet wide by 110 feet deep.

Present book capacity (estimating 100 volumes for every running foot of double-faced range): approximately 150,000 volumes.²

¹ The modular unit is 4' 5" square (approximately 19½ sq. ft.); the typical bay contains 20 units, the entire area measuring 17' 8" by 22' 1" from column centers. Ceiling heights, except in the auditorium, general reading room, and foyer, are 8'.

² This low figure is accounted for by the fact that the University of Houston was founded only eighteen years ago. By 1967, when the enrolment is expected to reach 30,000, we will doubtless have outgrown our present quarters.

Present audio-visual-aids capacity:

1,008 motion-picture films;

720 filmstrips;

18,720 slides;

4,620 phonograph records.

Present seating capacity (excluding staff areas, offices, and law-school classrooms): 1,540.

Construction materials:

Exterior: Cordova shell limestone and Tennessee marble;

Interior: Oak, walnut, leather, fabric, Missouri marble, and plaster; rubber- and asphalt-tile floors.

Special facilities: Coat room; first-aid room; student lounge; staff lounge and kitchenette; typing room; sound-proof preview room; two sound-proof listening rooms for recordings; eight microfilm booths; eleven seminar rooms; 119 carrels (including twenty-four of the enclosed type); acoustically-treated auditorium for lectures, films, etc., equipped with 225 upholstered chairs with collapsible tablet arms.

A 20-page, illustrated brochure, prepared at the time of the formal dedication of the building, is available through interlibrary loan arrangements.

By CHARLES M. ADAMS

The Woman's College Library The University of North Carolina

Mr. Adams is librarian, Woman's College, University of North Carolina, Greensboro.

THE NEW LIBRARY BUILDING at the Woman's College of the University of North Carolina was completed in the summer of 1950. The following comments are a composite commentary of opinions and reactions of faculty, particularly present and former Faculty Library Committee members, and of members of the Library Staff on the new library building based on a little over a year and a half of use.

The acceptance of a Georgian style of architecture compatible with one of the oldest dormitories which is adjacent, was early established and agreed on by the architect and the Trustee's Committee. The librarian came into the picture with respect to matters relating to organization of space within the building for working purposes. The alignment of trustees and administration advising on the exterior materials and design with the architect and the librarian with the interior

working spaces does not appear to be uncommon. Walter Gropius, a father of contemporary architecture and Chairman of the School of Architecture at Harvard, was invited by a group of the faculty to visit the campus before the final drawings were completed and deliver a lecture on architecture. He warned us against the acceptance of this type of alignment in our planning, saying the exterior and interior must be developed together and be integrated. But he also pointed out that no architect can advance too rapidly in changes of architectural form beyond the acceptance of the majority in a community. One top administrator of the University on his first trip through the completed building (before any furniture was installed) commented that he never would have approved of the building if he had realized it was to have been so "modern" on the interior.

The circular columned entrance of the library in white Georgia marble, the heavy brass doors, the imported Italian marble on the walls of the vestibule with brass trimming and stair-

rails, and the oak paneling of the lobby are much admired, and attracts many visitors. Behind this front the architect and the library staff were permitted an almost free hand to plan as functional an interior as possible (with the one important exception of air conditioning to be mentioned later).

The need for reading room and work spaces was more important than book storage. The idea that this space should be as flexible as possible to take care of changing demands in library service was also a prime consideration, and experience had taught us that we should have a building which should be easily expandable. These considerations led us to study very carefully the possibilities of modular design. In addition, bringing the ceiling heights down, three floors could be obtained in the same cubic space that would have allowed only two in the more traditional type of construction although the building would not be so efficient for book storage as for work and reading.

The Trustees Building Committee, the Administration and especially the architect would not listen to the introduction of air conditioning into the building. Up to that time no State building in North Carolina had air conditioning and it was still looked on as a fad and unnecessary luxury. Backed by the advice I received at various library building conferences, I did convince our building committee and the architect (although apparently not too well) that fresh air at least by some means other than by windows was a necessity for reading areas with low ceilings. Last summer, one of the hottest on record, we tested the building for summer heat. Despite good roof insulation, and the use of Koolshade screening on the western exposure, the building was disagreeably hot and stuffy. The fresh air or forced-air system installed did not cool the building at all in the evenings, and it usually cools down in the Carolina Piedmont every evening. Turning on the system at six in the morning when it was cool and fresh outside, had little effect on the building by opening time. There are, moreover, complaints during these winter months of drafts. There is fresh air for the reading rooms, but the vestibule and lobbies are very poorly ventilated, and the listening rooms are particularly uncomfortable in summer. The

forced air ventilating system has definitely not proved successful for us.

On the inside curve of the front entrance, in the space that would traditionally have niches with statues, two outside display cases have been built in which have proved very effective. We also had cases built in the Vestibule and the Lobby. The cases are rather formal and require considerable ingenuity to adapt to the type of material in the library. I have found little in library literature on exhibition equipment to help the librarian or the architect in planning these areas or facilities for a college library. The old museum type of case for exhibition of rare books is about all that is readily available. The problem of display and exhibition facilities for college libraries should receive more study. It would pay off not only in increased interest in the library and its collection but would also be a real saving in hours of time of some staff member struggling to display effectively books in cases designed to guard trophies.

An exhibition work room was provided which is much appreciated by the staff. There is storage space there for paper, the "Mitten" letters we use, and other miscellaneous materials helpful in exhibition work. There is a drawing board for lettering, running water for various purposes, and a long counter for spreading out materials. The staff room has proved a little small. The adjacent seminar room is available for parties but during inter-session periods and during the summer months, when the college cafeteria is not open, most of the staff members bring their own lunches and it gets a bit crowded. The secondary office and work room for the librarian, which came somewhat by accident into the plans, is a real convenience and a blessing when one wishes to escape from constant interruptions which a place so near the main lobby affords. I much prefer this front location. Faculty feel much freer in dropping in to see me than when I was guarded in the back of the old building by a couple of other offices.

The hard terrazzo floors have not proved so noisy as expected nor so slippery. The staff has found them somewhat tiring, but most of us have changed our footwear to conform to the condition. A rubber mat has

been rolled out behind the Loan Desk where the staff members on duty are continuously on their feet. No faculty or students have complained of the floors. The terrazzo floors are attractive and very easy to maintain although we would have preferred the less expensive rubber tile.

Rather than the usual complaints on the lighting we have received many compliments. Except for an occasional flickering of tubes just before they go out, the fluorescent lights are liked. The Building and Grounds Department weeps that the added light bill for the library is nearly breaking them, but they seem to forget we have a building three to four times as large as the old one to light.

The seminar rooms are much liked by the faculty and we have been criticized only for not having more. Our teachers enjoy holding classes in the library, informally around a table where smoking is permitted and references to books can be made quickly or brought to class. In spite of the poor ventilation the listening rooms are very popular for music recordings, even though extensive facilities are available in our Music School. We have found the listening machines with earphones for language and other diction recordings in the Reserve Reading Room and in the General Reading Room are really disturbing to nearby readers. If this type of service grows, a separate area for listening with earphones will be needed.

The large lecture hall located in the basement has been successful. It has attracted to the library a type of community interest, meeting the concept of recognition as a center of intellectual activity aimed at by the Faculty Library Committee. The hall has been found useful for speech classes, departmental movies, visiting lecturers' too academic to attract sufficient audience to fill the College Auditorium seating 3,000 or so. The lecture hall seats 372, and it could have been just a bit larger.

I did not get around to checking with the architect on light switches nor did he give me a chance until after the bids were let and construction commenced. A few changes were allowed, which helped some, but many small inconveniences could have been avoided with only a few hours of careful checking before the detailed blueprints of the electric

wiring were completed.

Neither I myself nor the architect knew enough about the installation of pneumatic tubes. I have found little literature on the subject to help nor did the salesmen who were available in our area give really satisfactory advice. It was only by a series of fortunate circumstances and willing workmen (plus a little extra money) that we did *not* have installed a rather unsightly and inconvenient piece of equipment. Our system is effectively concealed now, is working, and does save much running. I have seen many libraries with pneumatic tubes and other expensive and similar equipment standing out like sore thumbs around Loan Desks and often no longer even in use. It would be helpful if some librarian, who is mechanically minded and aesthetically sensitive, would make a study of the technical problems of pneumatic tubes, book conveyors and such equipment in libraries and their efficiency.

These and other details which did not get into the original plans, I feel result, in part, from a lack of coordination at the blueprint stage between plans for the physical building and the furnishings, equipment and plans for service. Our architect convinced the administration that the State would save itself five per cent in architect fees by just allowing the librarian to lay out and write up specifications for the furniture and equipment. Some library architects realize the importance of coordinating the interior furnishings and equipment with the original plans, but even then they have often called in outside decorators who have had little or no experience in furnishing libraries. The problems of furnishing a library, I feel, require as elaborate professional services as are needed to design a building, and the two professional groups need to work closely with the librarian in the early stages of planning. Although there is abundant literature for librarians and architects on the planning and building of libraries, there seems to be little to guide one in layouts of furniture and on interiors.

The area back of the building was planned for expansion. It is now used for parking. There is, however, a constant criticism, chiefly from faculty, of the necessity of having to walk around to the front of the building to enter. We purposely made only one public

entrance, and, from an administrative view, we still hold to the single entrance. When the landscaping is completed and the new Student Union finished, the side entrance by the lecture hall, leading up through the ground floor to the main entrance, will be of some help.

Some people have missed the easy approach of driving up to the front of the library and dropping off a book or picking up a new one. Some sort of a drive-in service such as large banks and others have adopted might be a feature to be considered in another building or in the addition which is to extend to the rear almost to the street.

The Receiving Room and the Loading Platform were placed on the north side of the building because of the slope of the land in that direction. These areas would have been better located under the Order Department where the land was higher, and after seeing the big bulldozers move most of the earth behind the library for the parking lot, I think the needed excavation and leveling could easily have been done to place these rooms in that more favorable location. The janitors' rooms can also be a bit too noisy (we have had to forbid a radio in these quarters already) and we rather wish they had been placed in such a way as not to be too close to stack areas now used extensively for studying. Trucks arriving, unpacking, etc. are noisy even with the door closed.

The Loan Desk was planned with the idea that professional staff should be present at all times, if possible. It was also hoped that some logical division of work could be organized, so that the professional staff member on duty would not be burdened with routines but free to advise and help students with their

problems. A regular low desk was placed in the center of the Loan Desk counter with space left on one side so that the librarian could easily leave for the Public Catalog, Reference Department, or take a student back into the stacks to help her. The open space in the counter is very useful. The low desk, however, is not so much used as planned although it does break the formality of a long counter. The arrangement of charging files behind the Loan Desk on rolling units has not solved the problem of efficient division of labor. Most of the time the staff members follow through all routines as usual.

The library is controllable, when completely open, at two desks—the Loan Desk on the first floor and the Reserve Desk in the lobby on the second. During summer session, when we have comparatively few students or during August, the second floor front entrance may be locked and access can be made when necessary through the main lobby and by the inside stairway. This arrangement makes it possible for us to maintain only one control desk during periods when the library is in little use.

A test on the flexibility of the building is to come within the next few years. The faculty has approved the study of the curriculum changes needed to begin a General Education program. All the General Education experts who have been visiting the campus this past year have indicated that the services and uses of the library under such programs have more than doubled at their institutions. I think the present building could be reorganized along lines of Divisional Reading Rooms, open stacks could be easily arranged, or other changes made that such programs imply.

STATISTICAL DATA AND GENERAL INFORMATION

The Woman's College Library

Three-and-a-half story building. Modular construction (18' x 18'). Forced air ventilation. Modified Georgian exterior, faced with brick and trimmed with marble. Fluorescent lighting.

Construction begun, 1948; completed, 1950.

Costs: General construction:	\$1,099,116.63
Stacks	37,360.00
Equipment	95,641.00

Total:	\$1,232,118.18
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Ceiling heights: Ground floor	8'7"	Dimensions: Overall 218' x 128'	
First floor	9'6"	Gross Area: 99,330 sq. ft.; net	
Second floor	8'7"	area 85,939 sq. ft.	
Third floor	8'	Total Volume: 1,107,993 cu. ft.	

Present seating: Reading rooms, stacks and studies	798		
Seminars	106		
Lecture Hall	472	Total 1,276	

(excluding offices and staff room)

Stack areas: app. 200,000 volume capacity (with space for added stacks)

Reading Rooms: 30,000 volumes on open shelves

Special facilities: Lecture Hall; sound proof audio-visual seminar and two listening rooms; exhibition work room; 2 seminars; 6 faculty studies; pneumatic tube system; outside covered receiving platform; staff room and kitchenette; outside exhibition cases in portico.

References: *Library Journal*, Dec. 15, 1948, p. 1772-4; *The Pioneer*, Sept.-Oct., 1950, illus.

By VERNON D. TATE

Charles Hayden Memorial Library

Dr. Tate is director of libraries, Massachusetts Institute of Technology.

THE PATH from blueprint to building is thorny, rocky and not without pitfalls; yet it can be not precisely like but akin to the fabled primrose path, a pleasant introduction to an entirely new world of experience. I have sometimes said in the past that a man could lead a long and wicked life, die, and be sentenced to build a library.

My predecessor as Director of Libraries, Dean Burchard, drafted a "Program for a New Library Building at Massachusetts Institute of Technology" which could well serve, indeed has served, as a model for many kindred studies. The excellent services of the Cooperative Committee on Library Building plans were fully utilized and greatly appreciated. The result was a set of plans for a new building.

In an age of standardization, large libraries remain strongly individualistic. Each is tailored to the needs of a particular group of users. M.I.T., is primarily an engineering,

technical and scientific school with well recognized obligations in the humanities. Its interests as a private educational corporation are in undergraduate and graduate instruction and in research. The library tradition has evolved through the years to include a central library which combines the functions of budget, personnel, book purchase and processing, central reference and circulation and the main book collection and a series of branch libraries.

In planning the new library the branch library system was reaffirmed, and in order to provide suitable and badly needed facilities for the humanities, the building was designed to house the Central, the Economics and Industrial Relations, and the English and History Libraries. In addition certain special facilities were provided, such as a gallery for exhibitions, a music lounge, six small listening rooms seating from four to six and a large seminar room seating 20, housing for the Dard Hunter Museum of handmade paper and early printing, a small projection room seating 50, a laboratory for work in

microfilming and documentation, a room for rare books, and a library lounge complete with kitchen where groups of up to 150 people can meet in pleasant surroundings.

These together with all of the other factors always present in the construction of a large building formed the basic ingredients with which the architect and the building contractors on the one hand and the library and Institute on the other began to work.

The result was a separate building connected by a glass corridor with the main Institute group built in the form of a hollow square, that is to say around a central courtyard, with the main stack at basement level passing entirely beneath the courtyard. This single basement stack is deceptively large and is the full equivalent of a regular four story stack spread out on a single floor. At its south end, the stack rises four levels to serve two floors and two mezzanines. At ground level and above, the library may be considered as four buildings connected at the corners. The west wing, a single high story, contains the main entrance and the gallery; the north wing which is library only on the ground floor carries three additional floors of offices for the Humanities Faculty. The English and History Library (undergraduate) with some recreational reading collections occupies the north wing. The east wing at the ground floor houses the music lounge, with the processing area on the second floor, and next above on the third the library lounge and three seminar rooms. The south wing with magnificent windows and an unequalled view of the Boston skyline across the Charles houses, on the ground floor, the Economics and Industrial Relations Library,¹ a map room, studies and work spaces. The second floor south wing is the real heart of the library with the Central circulation, catalog, reference, processing and other facilities for research and advanced study. The library administration is housed here and on the floor and mezzanine open and closed stack areas house important reference tools, collections, and facilities. A row of 15 individual short term study rooms for visiting professors, and faculty, are located on the second floor mezzanine. This

¹ The Dewey Library of Industrial Management has been moved to the newly acquired Sloan building and the space it formerly occupied now houses the Science Library.

rapid fire survey cannot do even a tithe of justice to a building that truly must be seen to be appreciated. After about two years of experience, certain definite advantages, not all of which were fully foreseen, have emerged.

1. The building wears well. Despite some small matters of leaks here and there, now fully corrected, the building has developed no major structural faults or deficiencies.

2. The concept of large open spaces with freedom of view and of movement comprise an advantage that can only be appreciated with use. There is no hampering or constriction of movement, no hemming in of person, no jostle and without a single glaring sign, SILENCE, no noise. I like to believe that this helps users of the library to think, to concentrate and to achieve . . . perhaps it does.

3. The harmonious combination of building, furniture, color schemes extending even to materials and textiles have resulted in an indefinable but real and distinctive atmosphere which we highly prize.

4. In this vein is the large use of glass throughout the building. Great panes of glass . . . the largest available in stock sizes, generated qualms about the effects of sunlight in and through large areas and even about the difficulties of cleaning an acre or two of glass. All of these qualms have been banished.

5. Air conditioning even in a New England winter is a real blessing; in summer it is a magnet for the whole campus. Freedom from dust (insured by precipitrons and the air conditioning jointly) means cleaner books. Smoking can be permitted throughout the building except in the stacks (and it could be permitted even there if it were not for the bother of ash trays) and is one of the un-library-like customs which seems to please the users . . . we did plan to provide spaces for allergic non-smokers, and have such areas but to date not one person has asked to use them.

6. The flexibility of large areas which permit alternative arrangements of furniture and other facilities has worked out well. Flexibility of the new building, however, will shortly encounter its sternest test.

7. The use of open stacks and the large amount of material that can be made available in this way to users is a decided advantage. It is true that we do lose some books . . . probably we would lose some anyway but thus far the loss figures are low enough not to be bothersome in Hayden.

8. The arrangement and juxtaposition of the processing, reference, and circulation departments and the main catalog have proved to be extremely useful not only to the library staff but of even greater importance to the users of the library.

9. The special areas have already more than repaid the time and energy, not to say the expense, devoted to their preparation. They illustrate the fact that we actually did more than build a new library building and move our collections inside—we recast and expanded the entire library system.

To be objective about a new library as about a newly born infant is to place a heavy burden on honesty and perception. There are some things about the building that could be better or have not yet realized their full purpose. In my opinion there were only two mistakes made of any magnitude in the building. One of these was a course of action adopted in the full knowledge that it had never worked in the past, and with faint hope that something would cause it to operate more satisfactorily in the new library. It was to complete a long relatively narrow library along an axis of major traffic with a door at each end. Two-ended libraries do not work, and if the fact is not sufficiently evident we can reaffirm it. No finite workable solution has yet been evolved for this vexing nuisance; yet the curious fact remains that most of the worrying is done by the library staff, not the users, for few protests have been received. Either our students are so well conditioned to study in noisy environments or are far meeker than I had ever imagined.

The second major deficiency was to fail to provide an outside egress at ground level at the foot of one of the two large stairways in the south wing. The egress was in the plans but was eliminated on the ground of "economy" over the protests of the architect and the library. In all probability the deficiency will have to be remedied sooner or later at a

cost greatly exceeding the "saving" effected in the first instance.

The same mistaken "economy" cost us one plumbing stack which is not nearly so critical but would have made a better building. We need another elevator; the shaft is in place but the machinery is not, but its utility might be debated. The advisability of placing an incinerator in a library as we have done is open to argument. Before the building was occupied, a minor fire caused smoke damage in a corridor; but there has been no trouble since, and I cannot see how it could harm the library proper. We wasted some space in stair wells, and wasted some money in putting some electric panels behind full size doors when others were neatly faired into room walls but these are minor matters. Our plain linoleum is handsome but it is expensive to maintain. Our door locks drove us nearly frantic in the installing but the fault lay with the manufacturer and has been rectified. Our outside doors are handsome but the system of securing them does not seem to be practical, and one other large pair of doors is in process of replacement.

When the building is finally occupied myriad details during the "settling down" period almost drive the new occupant to distraction. It is impossible to walk about the building without seeing and noting deficiencies, things that have not arrived, are held up, or have not been completed, minor changes that must be made and the like. One cannot see the whole only the raw newness of recently assembled parts. Slowly these begin to add up and one day suddenly comes full realization. The manifest satisfaction of the users of the library, the speed and gusto accompanying their transfer to a style of living to which they will gladly remain accustomed, is payment in full for a world of travail.

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Chronology of Library Planning at M.I.T. 1916-1950, The Charles Hayden Memorial Library, Annual Report of the Director of Libraries for the Year 1948-49.
 Dedicating the Charles Hayden Memorial Library—M.I.T. Library Annual 1950
 Books in Libraries—The Librarian and the Building of a Library, by Vernon D. Tate (and) The Architect, and the University Library, by Ralph Walker

Statistical Data:

Cost	3.5 Million
Dimensions	218' x 189'
Lighting	Silvray
Seating	500
Ceiling	15'
Capacity	400,000 Volumes
Exterior Material	Shot-sawn Indiana Limestone

Michigan Scholarships and Fellowships

Library Service Scholarships and Fellowships offered by the University of Michigan provide an opportunity for well qualified students enrolled in the Department of Library Science to acquire experience in one or more departments of the General Library. Awards are made to applicants who present evidence of superior academic ability and who can qualify for library assignments. ¶ Scholarships, which carry a stipend of \$1750, will be awarded to successful candidates who have had little or no library training or experience. Fellowships, worth \$2250, are granted to students who have already had formal training or considerable library experience. Payment of the stipend is made in ten monthly installments from September 30 to mid-June. Each appointment is for one academic year and may be once renewed. ¶ Scholars and Fellows may elect not more than half the number of course hours expected of full-time students in the Department, and must pay the regular University fees for these elections (six hours or less). They will be scheduled for thirty-six hours of service weekly in the General Library. Scholars and Fellows are allowed the Christmas and spring vacations scheduled in the University calendar. ¶ Applications for both Scholarships and Fellowships should be made not later than May 1. Announcement of the awards will be made about June 1. ¶ Inquiries and requests for application blanks should be directed to Samuel W. McAllister, associate director, General Library, University of Michigan, Ann Arbor, Michigan.

Evaluation of the Modular Plan

(Continued from page 128)

Can the interiors of modular libraries be attractive? The danger is monotony. This can be avoided through imaginative use of color, design of furniture, and arrangement of equipment. One can find good and bad solutions to the problem in the various modular buildings.

What effect does a modular library have on the behavior of its users? The testimony of librarians administering these libraries is uniformly favorable. The atmosphere is friendly and pleasant and readers respond accordingly. This tendency is encouraged by the fact that these buildings are all at-

tractively furnished and all use a very informal arrangement of furniture.

Is the modular idea applicable to all libraries? The danger is that librarians will assume that it is. In libraries where there is no need for flexibility, where codes do not permit, or where the predominant style of architecture clashes, and where there is no need for economy, other methods are more suitable. Artificial circulation and treatment of air is essential in most climates in a modular building and this costs money.

Furthermore, there can be no universally best way to plan a library.

By G. FLINT PURDY

Wayne University Library Buildings

Dr. Purdy is director of libraries, Wayne University.

WAYNE UNIVERSITY was established in 1933 by action of the Board of Education of the City of Detroit consolidating the administration of six separate colleges and professional schools. Enrolment during the fall semester of 1933 was 6209, of whom approximately 2600 were full-time students. By the fall semester of 1949, the university had, in its ten colleges and schools, 20,257 students of whom 8937 were full-time.

In 1933, the entire university, except the Colleges of Medicine and Pharmacy was housed in a building which was erected in 1897 to house the City's Central High School. Except for the Medical Library, the Law Library and a small Nursing-

Social Work collection, the university's library facilities remain in that building today, in former classrooms, laboratories, offices, auditorium and cafeteria.

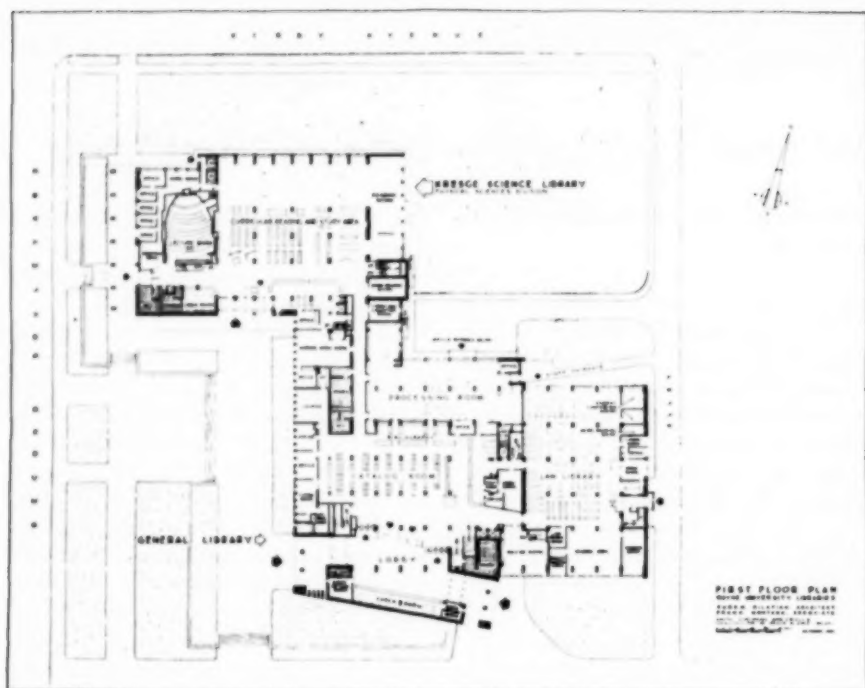
During 1949, the taxpayers of the school district approved a 2½ mill special annual levy for five years, primarily to enable the Board of Education to expand its school plant, which lagged seriously behind needs. One-half mill was assigned to the university and 3 million dollars allocated to construct and furnish a university library building. Shortly thereafter, the Kresge Foundation granted one million dollars to the university to erect and equip a science library building.

In July of 1949, a library building program was presented to the architects (Pillafian and Montana of Detroit). The program was subsequently revised to provide a separate Kresge Science Library building



Detroit Times

The Kresge Science Library Building (left) and the General Library



and further revised to bring costs within the budget. Construction of the Kresge building was begun in June, 1950, the General Library about a year later. Schedules have been in the realm of mythology, but the Kresge building is now scheduled for completion on February 15, 1953. We devoutly hope to be in full operation in both buildings by the opening of the fall semester of 1953.

Our building program evolved over a dozen years and through as many distinct stages. The University Library Committee played a major role in the planning process. We gradually agreed on the following basic conclusions and assumptions:

1. That our full-time enrolment would reach 12,000 within a decade, and that a building which would meet the needs of full-time students would also be adequate for part-time students, the two groups being on the campus largely at different times.

2. That centralized library service to the colleges and schools located on the main campus is dictated for the foreseeable future by economic considerations.

3. That changing patterns of higher education, here and elsewhere, dictate a high degree of flexibility of plant.

4. That maximum accessibility of library materials is a primary necessity, conservation important but secondary.

5. That our projected 12,000 full-time students will be served more efficiently by four subject-divisional service units (plus the Law Library), under one roof, than by a smaller or larger number of units.

6. That maximum accessibility will be furthered by a separate open shelf collection in each subject division for undergraduates.

The program presented to the architects prescribed a broad subject organization of materials and services, "designed to facilitate the subject approach to print, with user-level recognized as a subordinate or-

ganizational factor within the . . . divisions" (humanities, science and engineering, the social studies, and education). The Law Library constitutes a fifth service unit, the first floor general circulation and information desks a sixth.

In the General Library building, the first floor will be occupied by the public catalog, the collection of trade and national bibliographies, an information desk with a small collection of ready-reference tools, the general circulation desk with its accompanying office and workroom, the acquisitions and processing area, the administrative offices, the staff lounge, the Law Library, and the Wayne Room.

The second floor will house the Humanities Division, the third floor the Social Studies Division, and the fourth floor the Education Division. The Humanities and Social Studies floors each have:

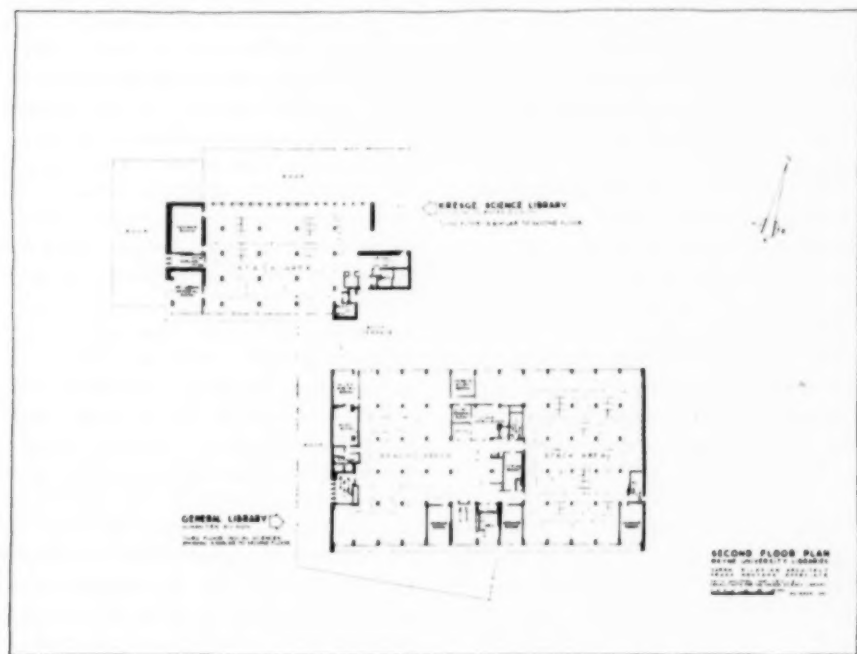
1. A central core area with a circulation

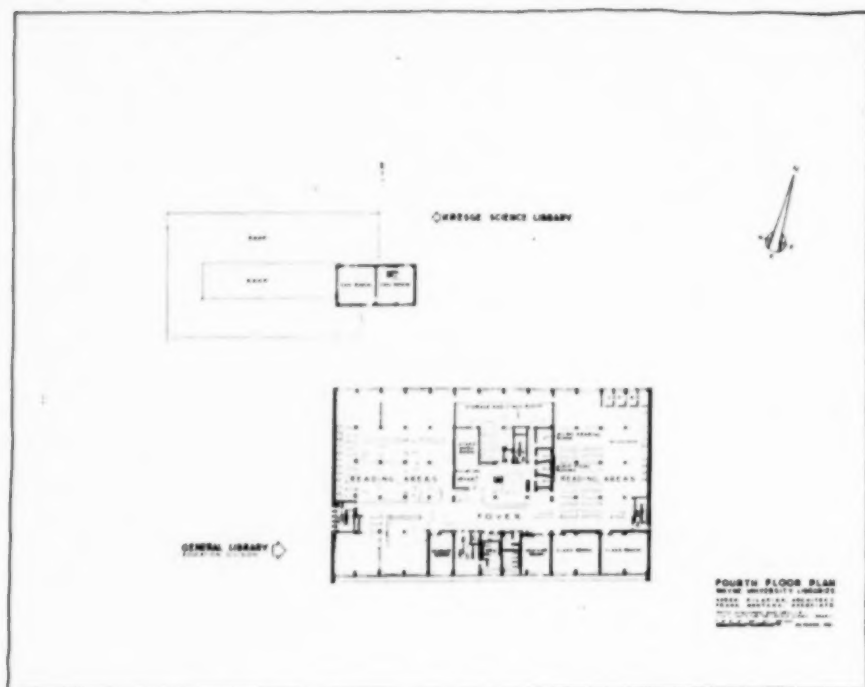
desk, a reference desk and collection, the divisional catalog, a limited collection of current periodicals on display-type shelves, a small closed-reserve collection, staff office-workroom space, the book conveyor and pneumatic tubes, elevators, stairways, restrooms, a typing room and a micro-reading room.

2. An undergraduate reading area (about 10,000 sq. ft.) with approximately 250 chairs, and alcove-stacks for 25,000 volumes.

3. A stack-research area (approximately 12,000 sq. ft.) with 55 carrels, six graduate study alcoves with 78 chairs, three seminar rooms, stacks with an immediate capacity of 125,000 volumes, and 135 lockers (15" x 15" x 18" and 18" x 15" x 18").

On the Education floor, we departed from the plan of subdivision by level of user. Instead, the east end of the floor will house the "Education Laboratory" collection of juvenile materials, textbooks and curriculum materials, plus two classrooms, two seminar rooms, four audio-visual rooms and four faculty consultation offices. The





core includes a closed stack and the west end of the division will house the alcove collection of open shelf materials, and facilities for their use.

The basement of the General Library includes about 11,000 sq. ft. of stack space, the receiving room, a bindery preparation and book repair room, the photographic laboratory, the vault, storage space and mechanical equipment.

In the Kresge building, which will house the Science Division (the Kresge-Hooker Scientific Library), the first floor includes the core facilities, the under-graduate open shelf collection with reading room space for its use, a small auditorium (134 seats) and the "off-campus service"¹ offices. The

second and third floors will be occupied by stacks, carrels, seminar rooms, lockers, lounge chairs, and side chairs at tables.

Much of the furniture has been specially designed and manufactured. Nearly all chairs are colorfully upholstered in plastic impregnated fabrics—a decision which we may regret twenty years hence (or less). The stack installation² is by Globe-Wernicke. Remington Rand has the contract for catalog cases, loan desks, etc.

The two buildings combined have 202,384 square feet of floor space (2,673,000 cubic feet). The contract cost of the General Library, exclusive of equipment, was \$1.30 per cubic foot—\$16.60 per square foot. The corresponding costs for the Kresge building were \$1.37 and \$20.26. Initial capacity of the two buildings combined is approximately 800,000 books and 2200 readers.

¹ Our "off-campus services" are offered to industry and to the world of scientific scholarship on a self-supporting basis under the sponsorship of the Friends of the Kresge Hooker Scientific Library. Translations are the major service, but photographic duplication, off-campus lending, and bibliographic services are also offered.

By EULIN K. HOBBIE

American International College Library Building

Mrs. Hobbie is librarian, American International College, Springfield, Mass.

AMERICAN INTERNATIONAL COLLEGE is a coeducational, liberal arts, non-residential college located near the center of Springfield. There are two small dormitories on the campus, one for women the other for men, but the majority of the students come from Springfield and surrounding communities and live at home.

Unlike most colleges with building programs, money for the library at American International College came from income, not from gifts or from a special donor.

These two facts were very important factors in influencing the plans for and the construction of the college library. It was essential to build economically and to plan to accommodate at one time as large a number of the student body as possible.

The original plans for the building called for a central unit and two wings. Construction of the central unit and the right wing was completed in 1949.

The exterior of the building is brick, and the interior is cinder block, plastered in some rooms but simply painted in others. The stack areas have walls of ceramic tile. Because steel was scarce and very expensive there is very little of it in the building. The floors are reinforced poured concrete, supported by columns. During the construction of the building, the students were much interested in watching the workmen erect the columns and pour all the floor slabs before any exterior walls were begun.

In fact no walls, exterior or interior, in the building are supporting walls. This is a much less expensive type of construction than the usual steel, and this was an important item with us. Then too, it makes it possible for us to change the position of partitions in the future, if we ever decide we need to.

There are some things about the building which we like very much. By an extensive use of glass in doors and some partitions, for easy and quick supervision, it is possible in all but the busiest times, for one member of the staff to handle the main, or control desk, in the lobby.

The book collection is on open shelves and easily accessible to the students, who are encouraged to help themselves. The public catalog is in the lobby, near enough to the desk so that the students can secure help if they need to.

Back of the control desk are the reserved books, the only part of the collection on closed shelves. The faculty are very cooperative and most of them keep the number of books on reserve to a minimum. They prefer to have their students use the entire book collection whenever possible.

Opening off the lobby is the largest of three reading rooms. We shelve the current periodicals at one end of this room.

There are two other reading rooms. The building is on three levels, and on each of these levels is a reading room adjacent to, and readily accessible to the stacks, which are on each floor. In addition there are carrels in the stack areas. We have tried

to keep our readers as near our books as possible, and to make it possible for them to secure the materials needed with the least effort.

The ceilings in the stacks areas, lobby, and offices are seven and a half feet high. In the reading room on the main floor, the ceiling is fifteen feet because the room is large and needs height. Some of our faculty and students were skeptical about the low ceilings in the lobby and other areas, but when the lights were installed and the decorating completed, they decided they liked the informal, friendly feeling which you find when you come into the building.

With our asphalt tile floors, metal shelving, ceramic tile walls in the stack areas and plenty of outlets for using electrical equipment, such as floor scrubbers, polishers and vacuum cleaners, the building is easy to keep clean at a minimum of expense.

Now what are some of the things we do not like about our building—for no building however carefully planned, is ever perfect. Many of our defects can be charged up to the need for economy. For instance, original plans called for acoustically treated ceilings throughout the building. We saved a considerable amount by finally limiting our sound absorbing ceilings to the main reading room on the first floor, our music and typing room on the second floor and the office of the librarian.

If we were building again, we would most certainly soundproof the lobby and the stack area on the first floor. In fact, we expect to do the lobby as soon as funds are available.

If we were building again we would want to change the outside entrance. The library is near the street. There is a very modest arrangement of four or five steps going to the doors—but these steps are the favorite gathering place of students with a little free time. Most of the time there are as many as fifteen or twenty gathered

there, rain or shine, and their "bull" sessions get more than noisy. Since the lobby is less than fifteen feet away, it creates a real problem.

When you do not have central heating on your campus, and we do not, a boiler room becomes a problem. Unless it is completely and thoroughly insulated, the area above may suffer from over-heated floors. I speak very feelingly about this, because my office is directly over the boiler room. I suffered through the first few months, but now the ceiling of the boiler room is well insulated and my office is more comfortable.

One of our great "lacks," which will be remedied when we build the left wing is enough conference rooms. With so many of our students living off campus so that dormitory rooms are not available to them, they do need places where they can work in groups. The only room is in great demand and many students who would like to use it do not have an opportunity.

Another problem which needs some study, is the question of floors. This is not a problem at the A.I.C. library alone, for it affects other types of buildings too. When asphalt tile is laid directly on poured concrete it makes a good looking, easily maintained floor, perfectly satisfactory for the casual user. However, it may prove very tiring for the person who walks on it all day long.

Any kind of padding is expensive and the floor does not stand up when heavy furniture is placed on it. The same seems to hold true of the softer cork and other coverings.

Of course the library staff can wear especially cushioned shoes, but that is not always convenient.

Another false economy was the elimination of automatic window openers. This was a mistake for we find it difficult to

(Continued on page 173)

By HELEN MARGARET REYNOLDS

University Library Buildings in the United States 1890-1939

Miss Reynolds is assistant, Ricker Library, University of Illinois.

Introduction

THIS is an historical study of university library buildings in the United States from 1890 through 1939. It assumes an historical development of university libraries in the United States and that the architectural development of their buildings is a necessary part of that history.

The term *university* includes only the members of the American Association of Universities (as of 1939). *Library buildings* are defined as buildings designed for the library purposes of the university and housing exclusively or primarily the university's library materials.

No buildings have been considered which were completed before 1890 or after 1939, and the year of completion has been taken as the determining date. If built in sections, the date when the first unit was completed has been used as the key date. The period of time is assumed to be a fairly natural division of the subject matter because of evidence of a building boom in university library buildings in the 1890's and because World War II interposed a cessation of building activities in the 1940's.

Thirty-eight buildings at twenty-seven universities meet the above requirements.

Planning has been emphasized rather than structure. Equipping, heating, lighting, ventilating, and furnishing of the buildings have been omitted.

Data have been drawn primarily from

professional library literature and university publications. Architectural literature has recorded very little more than occasional plans. Conclusions have been derived from a study of factual data and floor plans of individual buildings, supplemented by such articles and contemporary expressions of opinion as seemed to cast light on the developments noted.

Backgrounds

University library buildings in the United States cannot be understood apart from the evolution of the university in the United States.

A real revolution in American higher education took place from 1850 to 1917 with the rise and establishment of the university idea. As a result of this educational development, the traditional American college with its rigidly prescribed curriculum was transformed by the addition of professional schools, graduate schools, a new range of electives, and a greatly expanded curriculum. The base of education was broadened democratically with the introduction of state universities and land grant colleges.¹ By 1890 the university was well established, and by 1900 the Association of American Universities had been organized. "The condition of membership was at first the maintenance of a strong graduate school, but later the effective organization of high grade professional schools in connection with the university was made a coordinate

¹W. H. Cowley, "The University in the United States of America," *The University Outside Europe*, edited by Edward Bradley, London, Oxford, 1919, p. 37-112.

prerequisite for membership."² Associated with these requirements were other university ideals such as the conservation of knowledge, the extension of the bounds of knowledge by research, and the dissemination of knowledge.

Growth and change have been constant characteristics of the universities in the fifty years since 1890. There has been an enormous expansion of university enrollments and a corresponding increase in the size of university faculties. There have been many changes in courses of study, new theories on the means of achieving educational goals, and perhaps most important of all, alterations in methods of teaching.³

The university library had changed by 1890 from a small collection of books, scarcely used and rarely added to by purchase, to a place where both students and faculty spent much time "every day consulting many authorities on subjects formerly taught from a single book."⁴ From then on, the library became a laboratory of the social sciences; and this, combined with an expansion of curricular interest, the new requirement of research facilities for graduate students and faculty, and the rapid expansion of publishing output, created a continuous demand for more and more library materials. Since before World War I, it was recognized that the university library must continue to grow and that the growth must be unlimited,⁵ but it was not until well into the post-war period that study revealed the rapid rate of growth of research libraries.⁶ Growth had been attended by more intensive use per person, due to the change in educational methods,

and by a greater number of persons using university libraries as the result of a democratic base of higher education in the United States. This in turn had meant an administrative growth of libraries as the volume and diversity of materials on the one hand and the volume of readers on the other have had to have progressively specialized handling.

Factors Influencing the Character of University Library Buildings

As the university library had developed in complexity, its physical form, the library building, might be expected to do likewise, influenced not only by educational methods but also by financial factors, the existence of a body of professional library opinion, the status of architectural design and building technique, and the influence of previous library buildings.

The trend of building requirements between 1890 and 1939 for university library buildings as determined by general educational factors was two-fold: a steadily increasing administrative need of a centrally located building which would afford fire-proof protection and adequate facilities for the use of the university's library; and need of steadily expanding facilities for readers, storage, and administration. A centrally located building, though more accessible, could only meet the second educational requirement by being, at the outset, a much larger building than required. A building which would be flexible enough to adequately meet expansion needs would more reasonably be erected in sections over a period of time, and a location near the periphery of the campus would therefore be favored. An alleviating factor has been the tendency of universities to have both a centralized general collection and a system of college and departmental libraries.

The source of buildings funds has often

² K. B. Babcock, "Universities, Association of American," *A Cyclopaedia of Education*, edited by Paul Monroe. N.Y., Macmillan, 1911, vol. 5, p. 682.

³ W. H. Cowley, *op. cit.*, pp. 37-41.

⁴ Kansas University, *Tenth Biennial Report, 1895-96*. Topeka, Kansas State Print Co., 1896, p. 16.

⁵ "Report of the Survey Committee," *Bulletin of Brown University* 27:133, Oct. 1930.

⁶ Fremont Rider, *The Scholar and the Future of the Research Library*. N.Y., Hadham, 1944, p. 8.

been a factor determining whether a large building would be erected initially or whether the building would be erected sectionally. Value of ground and its availability has often determined whether expansion would be vertical or horizontal.

The influence of the university librarian and the status of library science have been important elements influencing the course followed by university library buildings. In the early 1890's a few universities were without a professional librarian when library buildings were planned, and there was considerable disagreement even among librarians upon many matters of building policy. A few principles were standardized by Soule's now well-known eleven points in 1891.⁷ These were followed with a steady stream of publicity on individual buildings, but not until the 1930's did the institutions of higher education have a statement in print of their specific standards in Gerould's *College Library Building*. Thus when a building was in prospect, each institution had to survey the field of accomplishment and select what seemed best. The features which were thought successful in several buildings were quite likely to be reproduced again and again—a situation very conducive to the evolution of a stereotyped pattern.

American architecture in general passed through three general phases between 1890 and 1939. The revival of the Romanesque, which was waning in the first years of the 1890's, yielded to an eclectic period about 1893, which particularly favored the classic style due to the influence of the World's Columbian Exposition.⁸ The eclectic period in turn gave way to the modern style about the time of World War I. However, the style of architecture in use for

collegiate buildings up into the 1930's was influenced by the styles used between 1893 and 1917 because of a new development in the architectural treatment of colleges and universities—the campus plan. The stimulus of this movement was the plan commissioned for Stanford University in 1886. The idea was taken up by the University of California in 1898, and it soon gained popularity on other campuses. Consequently, the first years of the twentieth century found the style and probable location of future library buildings being pre-ordained by the higher principle of order of the whole university community.

At the same time that logic entered the planning of entire campuses, logical planning of the individual building was developing during the 1890's and the early twentieth century. The philosophy of architects was being influenced by the Ecole de Beaux Arts in Paris as more and more American architects were imbued with the tradition of designing the interior for its function and letting the building be expressive of the design thus developed.

Building technique was at a stage in 1890 where it could respond to changing architectural demands and to the requirements of a developing library science. The introduction of skyscraper construction about 1884 had paved the way for carrying to any desired heights the stack idea which had been introduced in the United States at Harvard University in 1877. Whereas early library buildings in the United States had to plan on daylight or gaslight for the use of books, electric lighting was successfully installed in university libraries in the 1880's, and its potentialities were available.

Perhaps the most powerful influence of all in determining the course which university library buildings would take was what had been attempted in previous library de-

⁷ C. C. Soule, "Points of Agreement Among Librarians as to Library Architecture," *Library Journal* 16:17-19, Dec. 1891.

⁸ T. E. Tallmadge, *The Story of Architecture in America*. N.Y., Norton [c1936], p. 166, 234.

signs. Before 1890 some nine institutions in the United States which were later to develop as universities had built library buildings. The earliest of these was built in 1841 at Harvard and has been called "the conventional American library building" plan.⁹ Soule described it as "a church-like interior . . . adapted to library uses by shelving the bays as alcoves, and breaking their height by a gallery."¹⁰ University libraries in the United States in the 1840's and 1850's did not yet feel the impact of the growth problem; the alcove arrangement answered well enough for a small collection. A church-like structure suited the monumental purposes of the builders, but other monumental building types were also adapted to library use by the tiered-gallery arrangement of books.

Meanwhile three famous library buildings were erected in Europe: the new Ste. Geneviève Library, Paris, 1843; the Bibliothèque Nationale, Paris, 1854; and the British Museum, London, 1857. In Ste. Geneviève the reading room was on the top floor of the building with the books being stored below it; the Bibliothèque Nationale had a book stack which adjoined a large reading room; while the British Museum was a huge circular reading room surrounded by stacks. These plans were the first to deal with the problem occasioned by the enormous gains in the output of publishing houses and the necessity of providing for a larger reading public. The result was the "frank segregation of reading rooms and store rooms."¹¹

In the 1870's and 1880's the growth problem was beginning to confront a few universities in the United States. Harvard

first solved it by the use of a storage wing in the form of a book stack, using the same principles as the Bibliothèque Nationale. However there was by no means unanimity of opinion among librarians as to the preferred means of handling books which were separated from the reading room for storage. An opposing school of thought was led by Poole, and it held out for storage in book rooms in which book cases could be aligned in ranges, but in which a space of some eight feet was left between the top of the cases and the ceiling to insure air, light, and ventilation.

A Design Problem and Its Solution: Transitional Buildings

The university library buildings which were erected from 1890 through 1939 fall naturally into two groups, the first of which is here called *transitional* and includes buildings erected between 1890 and 1910.

Since the use of a large single room arranged on the tiered-alcove plan had fallen into disfavor and universities were being faced with growing collections and a need to administer them effectively for use, a definite commitment to the separation of readers and books was required of the transitional university library building. The design problem was that of establishing relationships between a reading room, storage unit, seminar rooms and staff rooms. The solution must also provide for a period of growth.

The transitional libraries represent experimental attempts to incorporate theories of library administration in the layout of buildings. Space will not permit here a detailed analysis of the variety of plans attempted; a summation of types will have to suffice.

There were three basic ways in which the elements of the transitional library plan

⁹W. F. Poole, "The Construction of Library Buildings," *Library Journal* 6:69-77, Apr. 1881.

¹⁰C. C. Soule, "Library," *A Dictionary of Architecture and Building*, by Russell Sturgis, N.Y., Macmillan, 1901, vol. 2, col. 751.

¹¹P. P. Cret, "Library Architecture," *Encyclopaedia Britannica*, 14th ed. London: Encyclopaedia Britannica Co. [1936], vol. 14, p. 26.

were combined: (a) a linear arrangement with the reading room and storage element arranged in a line to form a rectangular group; (b) a centralized plan which had a square or octagonal reading room around which the other elements of the library were distributed, making a ground plan of a Greek cross, usually surmounted with a dome; (c) an angular arrangement of two wings, one containing the reading room, the other the storage element, making a ground plan of an L or T, sometimes with other wings added to form an I or U.

In the linear arrangement, the reading room and the book storage element could be placed side-by-side or end-to-end. If Poole's book room storage was used, the two elements would balance well side by side, but expansion was rarely possible. If the more compact and economical stack storage was used, the stack and the reading room must be balanced asymmetrically, but the building could then usually have stack additions. An end-to-end arrangement with the entrance through the reading room put the stack at the rear of the building where it could conveniently be expanded, but this arrangement meant traffic through the reading room. Seminars could easily be located on upper floors of the library, but staff work rooms which needed to be near the circulation desk were pressed for space in each type of linear building.

The domed buildings met the need for flexibility and expansion even less successfully, and from the point of view of use the reading rooms were often disturbed by traffic.

The angular solutions were by far the most satisfactory. The L arrangement had good points, but the T offered more possibility for expansion and adaptation. The most successful use of the T was the same general plan as that later exploited by the Carnegie libraries: a reading room wing

was adjoined at the rear center by a stack wing. The entrance at the center of the reading room wing opened into a delivery hall to the left and right of which were reading rooms, and straight ahead was the loan desk in direct contact with the stack.

As a class the transitional buildings had certain features in common. The main reading room, book room or stack, and loan desk were almost always on the floor to which the reader was admitted. This was usually the first floor. A definite separation of loan activities from the reading room was an exception rather than the rule, although there was a distinct tendency in that direction. In orientation of book storage to the main floor of the library, the first tendency was to have the first tier of stack or the first floor of book rooms on the level with the reading room. With the increasing popularity of the stack arrangement, it was soon discovered to be an advantage if the middle tier of the stack could coincide with the reading room floor level. In practical terms this meant less distance to be traversed vertically from the delivery desk. This was accomplished by using a sloping site, or by elevating the main floor above ground and using a monumental stair.

A very strong tendency can be remarked to house in the library building educational activities which had no relation to library work due to the necessity for building bigger libraries at the outset than would be actually needed for several years.

On the whole the type of plans selected were more likely to be based on the traditional plans for monumental buildings, which would afford opportunities for towers, buttresses, domes, columns, etc. The experimental attempts to introduce planning based on needs may be regarded as the development of the delivery room, the orientation of the mid-stack tier to the loan

desk level, and the development of the angular plan.

*A Design Problem and Its Solution:
Modern Buildings*

The university library buildings here designated as the *modern* group include those erected between 1911 and 1939. They form (with two exceptions) a closely related group exhibiting elaborations of the basic T plan of transitional buildings. Two variable factors appear throughout the group: (a) the building was compact in plan or it was opened up by light courts, and (b) the stack was at the rear of the building or it was the central core of the building.

The University of Texas Library, 1911, was the earliest example. A rear-stack building of moderate size, it shows clearly the relation to the T type of transitional building. The reading room was at the front of the building and separated from the stack by a delivery room, the administrative rooms of the library, and the single stair. The disposition of the elements was not different from the transitional T, but the whole arrangement had been moved to the second floor, which permitted the entrance to be in the center of the main wing while a single large reading room was obtained in a location removed from the noise of the entrance.

To this basic arrangement the University of California, 1912, added lateral and rear wings to surround a stack lighted from above as at the Bibliothèque Nationale, Paris. The delivery hall was expanded, and the staff rooms moved into a location in one of the lateral wings. The building was erected in two separate stages, and by the time it was completed in 1917 a differentiation of readers had been created: undergraduate reserve, general and graduate on the first, second, and third floors, respectively. This was the prototype arrange-

ment which subsequent university library buildings followed.

The first open plan was Gilman Hall, Johns Hopkins, 1914. Basically a reversed prototype, it had the stack split by a light court in order that graduate research might be carried on with all the books immediately at hand. The principle of definite provision for graduate work in the stack was furthered at Harvard, 1915, where individual stalls lined each outside wall of an open quadrangular stack.

Four of the remaining university library buildings had compact building plans and eleven others were designed with open plans; but only one of the compact buildings, and only two of the open plans were designed with a completely enclosed stack. The reason may be found partly in the fact that all of the university library buildings erected after the Harvard building made provision for cubicles or something similar in the stacks. Daylight was important for such use, and could be achieved by a rear stack or by light courts introduced between the stack and the lateral wings or between the stack and the reading room wing. Theoretically, site and architectural treatment of the building permitting, the library erected with stack at the rear, as the first unit of the University of California building showed, could expand both stack and lateral wings, and finally completely enclose the stack to make the building a compact whole. Perhaps all rear stack buildings ought to be regarded as still incomplete realizations of the fullest use of their possibilities in the development of a rectangular building.

In the 1930's a few buildings began to appear which utilized a tower stack. The Yale University building of 1931 was one of the two modern buildings to depart from the prototype plan. Its distinctive feature was organization on a single level at the base of a stack which formed a tower. The

University of Texas building, 1933, incorporated a tower stack with an open prototype plan. It remained for South Hall, Columbia University¹² to use a stack which projected above the rest of the building as a solution which permitted a compact base and still would permit the periphery of the stacks in the tower to be used for study purposes.

The modern university library buildings have developed along principles of physical organization which were inherent in the T plan as used at the University of Texas and in the rectangular plan used for the Bibliothèque Nationale in Paris. The main reading room, delivery hall, and entrance to the stacks occupied a position on one of the floors above the first. This was usually the second floor, although occasionally in late buildings it was higher. On the same floor level with the reading room, delivery hall, etc., one of the lateral wings of the building contained additional reading rooms, and in the other lateral wing was usually to be found one of the administrative units of the library. The first floor of the building was the favored location for reserved book rooms and the location to which the administrative quarters were withdrawn when they did not occur on the same floor level with the delivery hall. The floors above the main reading room generally contained the provisions for graduate reading rooms, seminars, studies, etc.

The tendency has been to centralize the stack with reading and work rooms distributed around its periphery. This was completely realized in central-stack buildings and only partially so in rear-stack buildings.

The Planning of Particular Elements

In addition to the design problem of establishing relationships, much planning has gone into the three specific provisions

of the library: the accommodation of the library's collection, the accommodation of readers, and the provision for the administrative element of the library.

For several years after 1890 there were both book rooms and stacks, but after 1903 stack construction had won out in the planning of university library buildings for by then the stack structure had been considerably refined. The first stacks in transitional buildings showed experimental attempts to perfect lighting by trying to ensnare as much daylight as possible. As the technique of handling electricity improved, the necessity for daylight to enable books to be found diminished, although the desirability of daylight for graduate study became a separate problem.

The principles of university library growth were not fully understood when the transitional buildings were planned, but there was another factor which caused serious overcrowding of many a building before it was a decade old: the method of gauging capacity. Henderson has traced the evolution of library science on this point from the 1880's into the 1930's.¹³ For university library buildings capacity was being figured at eight books per lineal foot in 1890, but the standard was progressively lowered until a figure of five books per lineal foot of shelving was being used in 1931. The cubook developed by Henderson was used in figuring the capacity of Columbia's South Hall in 1934.

The factor of diverse types of material had also to be reckoned and was closely related to specialized service to readers. Special stacking was developed for newspapers from about 1919. Maps and rare books were stored in separate rooms from about the same period. Only the most recent of university libraries had planned provision for storing photographic film.

¹² R. W. Henderson, "The Cubook: a Suggested Unit for Book Stack Measurement," *Library Journal* 59: 865-68, Nov. 15, 1934.

In planning the library buildings for the use of readers, the principal development between 1890 and 1939 was probably provision for increasing numbers of readers. Data on standards employed in planning are meager and conspicuous by their absence up to about 1920. The University of California must have planned for not more than ten per cent of the student body. By 1919 it was considered necessary to plan the University of Michigan Library to take care of about twenty per cent of the enrollment, and the ration of seats to readers was raised to a third by the University of North Carolina in 1929.

Growth was accompanied by gradual differentiation between service areas. The transitional buildings were fairly uniform in their provisions: loan, reference, and periodical service were all in the general reading room. Occasionally periodicals, and sometimes newspapers, were put in a separate room. For readers permitted to enter the stacks, there were a few tables, and there was scarcely a transitional building which did not pride itself on the number of its seminar rooms. In the modern buildings reserved book reading rooms were found to be a requirement by 1920, and the recreational reading room was appearing. The periodical room had also become a separate division. Consequently the main reading room became a general reading and reference room. Between 1911 and 1920 the principle of individual study units in the stack for advanced students and faculty researchers was developed, and the seminar collections of the transitional buildings became a graduate reading room with small adjacent rooms for actual class meetings.

The whole trend in providing for both books and readers has been a growth from simple provisions for a rather homogeneous body of readers to complex provisions for definitely classified readers.

There has been corresponding change in the provision for the administration of university libraries. In the earliest of the transitional buildings, the librarian's office was located adjacent to the delivery desk and in direct or very close contact with the small cataloging room. Receiving rooms were almost always located directly beneath the cataloging room. The catalog was usually located where it was equally accessible to the catalog room and to readers.

In the modern group of buildings, the administrative departments needed larger quarters and the tendency was for them to withdraw to one of the lateral wings of the prototype building, with the librarian's office even more withdrawn from lines of traffic but accessible to administrative departments. Work rooms which were at first somewhat small and partitioned off have developed uniformly to be large rooms lacking fixed partitions. As with the planning of accommodations for readers, data on the standards employed in planning the amount of floor space required for administrative departments are almost non-existent, and it has not been possible to determine what standards were used in the specific buildings studied.

Conclusions

Between 1890 and 1939 university library buildings have shown a very remarkable development, the buildings ranging from comparatively simple structures in which the library occupied principally one floor, to the complex buildings of the thirties, of several floors and with stacks up to twenty-eight tiers in height. The extremes of the development suggest a course of evolution.

The first stage is to be sought among the angular T type transitional buildings. This type should be regarded as one of the several experimental efforts in combining the separated reading and storage elements

of the library and as a necessary adjustment to such factors as the following.

The reading room was traditionally the important element of the university library plan. The first stacks in transitional buildings occupied a relatively small area in comparison to the reading room; and by reason of the fact that it was necessary to give the stack special architectural treatment, the two elements would not balance well if used side-by-side. Nor had an end-to-end arrangement been successful because of the traffic which had been brought through the reading room. On the other hand, the stack needed to be in close contact with the reading room for a successful plan. There was also the growing realization of the need of a delivery room separate from the reading room and of the need of planning the building for expansion. The T plan was the solution which seemed to combine most successfully all these needs.

The next stage is to be found in the University of Texas Library, 1911. Rising enrollments and increased use of the library made larger reading rooms desirable, and they could be obtained with a T plan only by putting them on the second floor, where they gained in light and in freedom from the noises associated with the main entrance. Separation of loan activities from the reading room could be gained by introducing the delivery hall and stair hall between the reading room and the stack.

With the University of California building, the pattern of development for the subsequent university library buildings was definitely set. To the basic T plan of the University of Texas were added lateral and rear wings which completely surrounded the stack, making it the central focus of the building. The administrative rooms, which were formerly centered near the loan desk, gravitated naturally into a lateral wing of the building, and at the same time the

still unsatiated demand for reading room space expanded reading rooms into the other lateral wing. The administrative need for differentiating services to readers found ready use now for rooms on the first floor to satisfy the needs of the numbers of students doing required reading, while seminars and other graduate facilities found more seclusion on the top floor of the building.

Although the prototype was established, it was amenable to adaptation and responsive to new educational ideas, and these two qualities were to delay the more logical development of university library buildings as compact buildings making the greatest use of the advances in building technique. The specific factors which influenced library buildings at this stage were the prosecution of campus plans and the development of the idea of individual cubicles in the stacks. The first of these factors encouraged horizontal rather than vertical expansion, and the second factor invited the introduction of light courts. Gilman Hall is the prime example of the latter tendency.

The final stage of the evolution is found in those buildings which have developed the stack as a tower. This was first tentatively combined with open plans, as at Yale University and the University of Texas. However, with the tower resolving the problem of providing light along the periphery of the stacks for cubicles, the compact plan which had the stacks as the core of the building was resumed in South Hall, Columbia University, which may be regarded as the highest development of the prototype plan.

These conclusions are based on an isolated study of the university library building, and it must be recognized that as only a small section of the total body of library architecture in the United States, university library buildings did not develop in an iso-

(Continued on page 166)

Variation of the Subject Divisional Plan at Oregon

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THE FUNDAMENTAL purpose underlying the recent reorganization of the University of Oregon Library is to facilitate and encourage research processes appropriate to each level of the University program. The idea is to provide special services in subject fields and yet take into account the essential unity of knowledge; to remove all possible barriers between the library's resources and its readers but at the same time provide adequate control for the collections.

This reorganization has been in the planning stage since 1946 and was put into effect coincident with the occupation of an extensive addition to the library's physical plant in October 1950.¹ The new plan involves a subject-divisional organization but, as will be shown, varies considerably from the plan generally implied in the words "divisional library."

In the description of the plan, note may be taken of four features designed to preserve unity in the collections and services: (1) that architectural considerations were important, since the main library building was designed specifically to house a conventional departmental organization, while the new annex is a modular structure providing the flexibility required for subject-oriented services; (2) that since the faculty members of the University were accustomed to receiving a high level of service under the old organization, it seemed

unwise to eliminate any efficiently-functioning, well-received services; (3) that it did not seem desirable to fragment one of the best examples of a medium-sized library collection which is both physically and administratively centralized under one roof; and (4) that neither ideas nor books will all fit into logically tight compartments. General services are needed to cut across subject lines.

For these reasons three unified services were maintained—and one added. The book stock was retained in one classified sequence instead of being broken up into the core collections featured in most divisional-plan libraries.

The first of the three centralized services retained was that of general reference. The purpose of this service is to give reference assistance in "breadth" as opposed to "depth." This means that the General Reference Division handles requests for specific facts which can be obtained from such general compilations as encyclopedias, yearbooks and periodical indexes which tend to ignore subject boundaries and treat the world of knowledge as a whole. Such questions usually come from undergraduates.

The second "breadth" service is the maintenance of a single reserve book room—on an open shelf basis—to house and service books for assigned undergraduate reading. No segregated reserves are maintained in the subject divisions. Like General Reference, General Reserve is maintained to support the unified, general-education features of the University curriculum.

¹ Morrison, P. D. "Organization Not Frozen in Brick and Stone," *Library Journal*, 76:1046, Feb. 1, 1951.

A third unified service is that of a centralized circulation department. The efficiency of having all circulation controlled from one point has not only saved money but also freed professional subject-specialist librarians from the duty of supervising circulation routines and enabled them to concentrate on the bibliographic, selection and instructional services discussed below.² This efficiency of control was made possible by the fact that the collection is shelved in a single sequence and hence no subsidiary circulation points are needed in the subject areas. (One exception is the case of periodicals which circulate only on special permission of divisional librarians and are recorded by them.) The self-service principle has also promoted economy in the centralized control of circulation. The only paging done is of a deferred-search basis. It should be noted, however, that some of the personnel saved by centralized circulation control is used in the increased shelf-reading activity required in open-stack operation.

The fourth centralized service is a centralized government and international documents service. This service, now in the process of being established, is administratively a part of the General Reference Division. Current plans call for the documents unit to be a clearing house for information concerning the location and contents of government publications. It will contain a relatively small collection of not-fully-cataloged documents to include the "Serial Set" of U.S. government reports and current numbers of established serials—the latter to be placed in the main stacks when bound. Also in the documents area will be a small collection of mimeographed or otherwise processed documents which do not require full cataloging or permanent binding. The decision as to how much and

what type of governmental publications should go into a documents collection is a difficult one to make. On the one hand, a large segregated documents collection would tend to violate the principle that, in a subject-orientated organization, material should be arranged according to subject rather than by form or publisher. On the other hand, much document material is difficult to locate and control when placed in the regular stack sequence. Two considerations have prompted the decision to establish a documents center: (1) economy—printed United States and United Nations catalogs will serve in lieu of expensive locally-prepared card catalog entries—and (2) the desire on the part of the faculty that an administrative unit be primarily charged with the acquisition, arrangement and servicing of this complex body of material.

A final feature emphasizing unity is the maintenance of one sequence throughout the collection rather than the establishment of segregated groups in the subject divisions. Since the library is classified according to the Dewey system, certain rearrangements of large blocks of material were effected so that appropriate classes would group themselves into three segments—Science, Social Science, and Humanities. Thus, for example, the Dewey 100's as a unit were shelved in the Humanities area except for 150 (Psychology) which is in Social Science. Again, Business (650) was taken out of Science and placed in Social Science. However, within these large blocks the books remain in classified order and a directory tells the reader where each group of Dewey numbers is shelved. This scheme has made it possible to have divisional collections in three definite areas without relocating individual volumes as is the case where a selected core collection is pulled from the main stack sequence and placed in divisional reading rooms. The public catalog also is not cluttered with

² Apparently the University of Nebraska has come to the same conclusion by trial and error processes. Cf. Patricia Marvin, "Circulation in the Divisional Library: The New Plan of Service," *College and Research Libraries*, 12:241-4, July 1, 1951.

"half cards" or other locating devices to be constantly pulled and refiled.

The saving in administrative and clerical time under this arrangement is considerable. Students are not dismayed by having access to the entire mass of books on a given subject rather than being spoon-fed on a segregated collection in each subject division. For the advanced research worker, these are also advantages in a unified collection. The only segregated collections other than reference books and government documents are those in the Special Collections Division which maintains a collection of Oregon materials, manuscripts, rare books and other items not suitable for the general collection.

Specialization and Depth

What are the elements in the program contrived to give additional specialization and depth to these traditional services? In the first place it should be noted that the specialized units of service were not conceived as mere auxiliary components tacked on to existing library departments. Administratively the subject divisions—Science, Social Science, and Humanities—and the Special Collections Division (primarily concerned with Northwest Americana) are autonomous units reporting directly to the University Librarian. Although in some peripheral aspects precise definitions of function have not as yet crystallized, the plan calls for each special service to be responsible for a definite part of the collection and for developing a definite and distinctive part of the library's mission. Each division, for example, is charged with responsibility for maintaining liaison with the teaching faculty in its subject area.

The divisions provide service desks from which is given not only specialized reference service in the traditional meaning of the term but also what one might call "guidance

in the research process." Although subject specialists help students and faculty with searches for specific items of information, an equally important function is the instruction—formal and informal—of advanced students in how to explore efficiently the literature of a subject and develop a research topic through the use of library resources. Such instruction is sometimes best given on a spur-of-the-minute basis and for this reason, divisional librarians are encouraged to circulate among the readers in the library rather than officiating behind a desk. Students starting a thesis are encouraged to register their topic with the appropriate divisional librarian and to request a consultation concerning the bibliography of the subject. Such consultations are conducted in a peripatetic fashion: the librarian takes the student (or sometimes a small group of students) directly to the collection of bibliographies and other documentation sources and then to the stack shelves where pertinent parts of the collection are located. Meanwhile he explains the functions of the various catalogs, reference tools and classification symbols demonstrating on the spot how to use efficiently the various parts of a bibliography, a cumulated index, or a monograph. In working with organized class groups—and this is also an integral part of the program—divisional librarians encourage faculty members to bring their classes or seminars to the library where meeting rooms are provided and where instruction can be given on the ground and where research methods can be demonstrated by practical example.

Another important divisional function is in the field of acquisitions both on the policy level and in nominating specific titles for purchase. In this activity the subject-specialist librarians work closely with the faculty. Each Division maintains a system for bringing appropriate titles to the

attention of faculty members for possible purchase through the departmental allocation of book funds. Since a university library must have key works in most subject fields even though no academic department is doing intensive work in the area at the moment, divisional librarians select key works in fields peripheral to the subjects of concentrated interest. These are then purchased from the general library allocation.

Obviously these services call for librarians with special subject background as well as technical library training. Each subject division has two professional librarians with such training. Most of these librarians have advanced degrees in one or more of the disciplines served by the Division. Each Division has charge of the periodical collection in the area and is responsible for certain other routines connected with maintaining vertical files, compiling bibliographies, suggesting titles to the faculty for possible purchase, and providing special services such as a Curriculum Materials Laboratory (Social Science) or a Map Room (Science). Therefore, each Division is provided with a clerical assistant (with state civil service status) to prepare periodicals for binding, type bibliographies and reports, and provide such routine types of public service as direction-giving and locating specific titles while divisional librarians are employed in guidance and reference work.

Chronologically the first of these specialized services to be established was the Department—now Division—of Special Collections organized in 1948. In addition to consolidating the rare-book, manuscript and archival functions of the University, this Division has done much to promote and encourage research in Pacific Northwest History. In many ways the research, instructional and liaison work of the Special Collections Division served as a prototype for the more recently established subject

divisions. Techniques and concepts found useful in aiding and promoting research in the field of Northwest Americana have been found applicable also to broader subject areas.

In October 1950, when the new annex to the building was occupied the plan went into full operation. Virtually every book in the collection was moved in order to achieve the configuration described above. The entire stack area (including all of the Annex) was opened to the public and the subject division services opened for business. Fewer shakedown troubles were experienced than had been anticipated: The open-shelf, self-service features were considered a great improvement by the vast majority of students as was the presence of trained service personnel throughout the building. A vigorous formal and informal education program soon accustomed students to the complexities of the building and to the subject-orientation of the periodical collection. A recent survey has revealed majority satisfaction with the essential feature of the new plan.

The Science Division was probably the first to hit its stride. A depression-born scheme to divide the fields of knowledge among the various institutions in the Oregon State System of Higher Education was modified shortly after World War II permitting the restitution to the University of a vigorous undergraduate and graduate program in the pure sciences. Thus, a partial vacuum had developed in the Library's collections and services during the period that science was deemphasized. Although much work had been done toward restoring the science collections prior to the establishment of the Science Division, the need for specialized library personnel in the sciences was acute. Science was thus a fertile field for promotional activity: The science departments of the University, often preoccupied

with laboratory work and often with personnel accustomed to departmental library systems at other institutions, stood in need of a service which would point up the advantages of a centralized library to the scientist and which would coordinate the collections and services of the library with the needs of laboratory-orientated specialists.

As anticipated, the field of the social sciences is proving crucial to the success of the plan—and the one presenting the most difficulties. Among the problems faced by the division serving the numerous social science departments (including Education) are those arising from the fact that the collections under its jurisdiction are so much larger than those in the other two subject areas. The social science sequences extend over three different stack decks of the old building and two levels of the new annex. However, the present budget situation permits only enough personnel to staff one service point professionally. Thus, to give on-the-spot service, social science librarians have a large physical area to cover and a vast range of material to interpret. Also, it is more difficult to make a sharp distinction between functions appropriate to a specialized social science unit and those of a "general" nature. This arises in part from what bibliographic scholars have been recently referring to as "the poor state of documentation in the social sciences." Thus, while the specialist in the physical sciences relies on his special abstracting and indexing services, the social scientist must often secure what help he can from general indexes and catalogs. In practical terms this means that under the new plan especially close cooperation between the "general" and "special" services must be maintained. Some duplication of key reference works has been necessary since "depth" research in the fields of political science or

sociology, for example, require exploitation of index and reference sources which were designed primarily for "broad" coverage of unspecialized knowledge. In spite of—or perhaps because of—these difficulties we feel that there is a great potential in the idea of presenting specialized services in the social sciences rather than in combining them administratively with the general services as is done in many divisional libraries. The very inadequacy of the instruments of bibliographic control in the social sciences points up the need for libraries to furnish services designed to fully exploit those which do exist—and perhaps contribute to the development of better techniques of documentation in these disciplines.

Although somewhat similar problems may confront the Humanities Division, the problem is less acute in this area and progress has been made in establishing a well-defined service to specialists in such fields as Literature, Philosophy, Religion, Languages, Speech and Music. Since there is relatively less preoccupation with recency of information here than in the other two fields, this Division has been able to achieve stability more rapidly than the other two. Because the bibliographic needs of, say, Freshman English students differ so markedly from those of faculty research workers in the field, the provision of separate service-in-depth has been much appreciated by the latter. Due to the fact that a laboratory collection in Architecture and Allied Arts is located in another building, the chief coordinating activity in the humanities has been required in this subject field. Here again the advantages of centralization of collections is being stressed with specialized staff and flexible service preferred over fragmentation of the collections and services into departmental libraries.

Essential to all of the other features of the Oregon plan is the idea that very nearly

all barriers between readers and books can and should be removed. The stacks have been thrown open to all students and complete freedom of movement within the building is permitted. Books and magazines may be used anywhere in the stack areas (where the divisional services are also located) without charging or other formalities. In leaving the stack-and-study area, students pass a charging and inspection point. Loss of books has not been excessive so far and a survey has shown that all classes of students and faculty prefer the open stack over the traditional closed-stack system. Studious undergraduates especially appreciate stack access and the fact that reading tables and special reference services are located right among the books. Since all books and services are open to all, each student may pursue his studies to whatever depth he cares without artificial barriers based on academic rank. In this connection it should be noted that while the special subject services are oriented toward upper division, graduate and faculty research, they are open to—and frequently patronized by—lower division students who are encouraged not to restrict their quest for knowledge to the assigned reading in the reserve room.

Obviously the system outlined above offers a wide range of services to a student body of about 4500. Yet the staff has not been greatly expanded in order to make it possible. Although the library nearly doubled in physical area, the only additions to the staff were the three subject specialists to head the divisions. Recently some—temporary, we hope—reductions in staff were made necessary by the decrease in enrollment and consequently in budget typical of higher institutions throughout the country. While ideally certain additions to the staff are desirable—notably an education librarian in the Social Science Division—

the plan is a going concern with about the same staff as that required for a traditional library of the same size (approaching a half million volumes). Indicative of the effect of the reorganization were the congratulations offered by a faculty member on the large increase in staff the library had secured—when actually only a very small number had been added! The secret of the plan's ability to give rather sophisticated services on an ordinary budget seems to lie in the economies made possible by centralized circulation control and the decision to establish no segregated collections or catalogs. Energies which in other subject divisional libraries are spent in charging books and maintaining a selected "core" of five to ten thousand books in each divisional room are available under this plan for building a good collection and facilitating its use as a whole.

Summary

The University of Oregon version of the divisional plan is one which emphasizes two concepts: (1) That there is a dualistic need for both unity and variety in the world of learning and hence in library organization; (2) Energy is better spent in guiding students in the techniques of selecting material from a large body of recorded knowledge than in pre-selecting and segregating that which is theoretically "best" for him. The first concept calls for some services which cut across subject lines, for others which are subject-orientated and for opening the whole range of library resources to all students. The second concept has been met by maintaining collections in one sequence and by providing a maximum amount of guidance to students. Teaching the technique of selecting from the mass of material that which is most pertinent to the student's individual needs we call "guidance in the research process."

The Freshman-Sophomore Library at Minnesota

Mr. Rohlf is librarian, Freshman-Sophomore Library, University of Minnesota.

ON JANUARY 7, 1952, the University of Minnesota opened a new Freshman-Sophomore library. The library occupies the entire ground floor (approximately 9150 sq. ft.) of Johnston Hall, a new classroom and administrative building situated next to the main library and connected with it by a tunnel.

This library is another of the many new open shelf reading rooms springing up throughout the country and it embodies many of their now accepted methods and ideas together with a few methods and ideas developed locally.

For some time there was felt a need at the University of Minnesota for a more direct way of providing library service to undergraduates, especially during their first year or two in college. A survey of the use of the circulation service, made early in 1951, revealed that while Freshmen and Sophomores constituted nearly one-third of the enrolment at Minnesota, they accounted for only one-fifth of the recorded library use. This new library then was organized as a modest beginning toward bringing new students closer to the library materials they will need to use immediately by making them more conveniently available in an attractive, open-shelf reading area.

Although the major clientele for this library is the freshman and sophomore student body of the university (numbering approximately 5000 in 1952) the use of the reading room and its collection is not

rigidly restricted to this group. In the first six months of service it is estimated that total attendance has been close to 60,000.

The freshman-sophomore library has a seating capacity of 270 students; study table and chairs for 250 and lounge type reading chairs for an additional 20. There is space for an additional 50 study chairs if necessity does arise to increase the study facilities.

The collection, which consists mainly of books with a few pamphlet materials, is housed on excellently lighted open shelves in the center of the room. The study tables flank both outside walls to get the full benefit of natural light, with a wide area between the tables and the shelves serving as a corridor.

The service desk is located to one side of the entrance, and, by means of separate entrance and exit doors, all exit traffic flows past the service desk and out into a central hall.

The new collection is still relatively small, with fairly liberal duplication; but it is being built up steadily and is being broadened as the budget permits. At the present the concentration is in the humanities and social sciences, since separate chemistry, geology, engineering, physics, mathematics and biological-medical libraries serve the natural sciences. There are now some 3800 separate titles and over 5000 volumes, all selected for this special library.

Of the original book stock, largely based on faculty recommendations, for freshman and sophomore needs, approximately 1500 volumes were transferred from the general

library on semi-permanent loans, and 3000 volumes were ordered specifically for this library. Since opening, orders have been placed for an additional 1500 volumes.

The collection is not arranged by a standard library classification scheme, but rather on shelves representing subjects taught in the main teaching departments of the university, such as English, geography, political science, etc. Within each department group the books are arranged by author and there is assigned to each book an accession number which also serves as a circulation number.

The public catalog is an author, or main entry catalog, serving only as an official guide to holdings, but not as a title or subject approach to the collection. The open shelves, together with the major departmental arrangement of material, appear to serve as a sufficient guide, at least while the collection stays of modest size.

The library also contains a small but workable reference collection which is on open shelves. This collection receives a heavy amount of use both by students who help themselves to the material they need, and by those who ask for help from the librarian.

The staff is small, one librarian, with both full and part-time clerical help, but because of the simplified records and processing routines employed (all processing is done here rather than in the main university library), it is sufficient.

There have been several interesting trends developing since the library opened. One of the most important was the change in attitude toward reserve material by most professors. Previously most faculty members had placed large amounts of material on a restricted reserve basis in order to keep graduate students from tying up the material for a long period of time. With the opening of this library—and incidentally after a rather intensive campaign by the

librarian—very few professors place more than two or three titles on reserve, and most do not have a reserve list. Rather, they concentrate on broad general assignments from any number of books and ask the students to read one or two of them, allowing the student to make his own choice from the open shelves. The results to date have been satisfactory.

The virility of the collection is attested to by the fact that circulation in only six months was equivalent to three times the number of volumes in the library. This does not include the heavy unrecorded use of material in the room, directly from the open shelves, but only the material actually signed for. In view of our small number of restricted reserve titles (at the most only 500 volumes for all the freshman-sophomore classes, with an average of 250 volumes) it appears that these students are doing much more reading and much wider reading than before. For the small but fluctuating reserve collection the policy is fluid, with most titles on a one-day basis and placed on the open shelves. During final week they are restricted to two hours and placed behind the service desk. The loan period for the non-reserve material, which represents over 90 per cent of the total library collection, has been one week with almost unlimited renewals, and has resulted in a much quicker turnover of material than the more standard two week loan.

The use of the library has been constantly rising. By the end of spring quarter over 800 students a day were using this library, as compared to approximately 400 in January, and 500-600 in April. Some of this is probably attributable to the pressure of final examinations.

Unlike the general library, the freshman-sophomore library is open only from 8 a.m. until 6 p.m., Monday through Friday, but with liberal overnight and week-end

loan privileges. By making the material easier to obtain and withdraw, it was believed that these hours would be satisfactory. This seems to be the case.

In order to obtain the student reaction to these variants from the policy of the main university library, and also to obtain their reactions to the library in general, a short questionnaire was submitted to sample classes of students towards the end of the spring quarter. The results were both helpful and gratifying.

Eighty-nine per cent of the students approved the service schedule and observed that the more generous loan privileges of reserve and non-reserve material made it unnecessary to visit the library evenings or Saturdays.

Eighty-two per cent of the students in these classes (which also contained some juniors and seniors) had used the library, and over one-half used it at least once a week. The results seem to reveal that those who do use the freshman-sophomore library, use it more than they do the main library, even though the freshman-sophomore library contains only books.

The main complaint mentioned in the replies was that the library was not open to general use by all students as it was to the freshmen and sophomores. This is because upperclassmen are encouraged to

borrow books from the main library which does have other copies of most titles stocked in the freshman-sophomore library.

This then is a beginning at Minnesota toward bringing undergraduate students into closer contact with library materials. The present intention is to keep a moderately sized but active collection on hand within each department area. Books superseded or no longer useful will be withdrawn and replaced by newer material, with research playing no part of this library's objective. In line with this objective, loans from the freshman-sophomore library are not made to faculty or staff members of the university, but only to students.

There has been a strenuous attempt at streamlining records and files and it has allowed the library to be staffed lightly and yet to give service to patrons. By means of tickler files, carbon insert circulation forms, and other time saving forms, our records are simple to maintain, yet sufficient and accurate.

It appears that the library has been relatively successful. There are many small problems to be ironed out, but with modifications and changes as time goes by, together with the allowance for new developments, it should definitely prove an excellent as well as an economical way of bringing student and book together.

University Library Buildings *(Continued from page 157)*

lated environment. Further study of the libraries of institutions of higher education in the United States, of the public libraries in the United States, and even of the libraries of other countries would be needed to fill out the picture.

The study of university library buildings built in the United States between 1841 and 1889 would also have a great deal to add to both the history of university library architecture and perhaps to the history of architectural development in the nation.

By W. L. WILLIAMSON

Relating the Library to the Classroom: Some Specific Suggestions

Mr. Williamson is a fellow at the Graduate Library School, University of Chicago.

A MAJOR item in our library faith has been the concept of the library as an integral part of the academic institution. We have worked so hard to sell that idea that we have not paused long enough really to take in the fact that we have won our point. Leading educators and accrediting agencies have accepted the principle that the library should occupy a central place in our colleges. Now we are on the spot.

We have sold good library service as essential to good instruction. As a result, we are faced with the necessity to provide that kind of service. The urgency of this need was pointed up by the proposal of William G. Land that, since the moment when student meets book is so important, the job of catalyst must be taken over by a group of subject specialists, leaving librarians to do the tasks of acquiring, processing, and housing the collection.¹ To put it bluntly, we must do this job which we have sold as vital or we shall find it in other hands. There are many real objections to the Land proposal, but the only final answer will be library service closely related to the classrooms of the institutions we serve. We need to devote a great deal more time and attention to this phase of our work since it is the fundamental reason why academic libraries exist.

The greatest success in this field seems to be found in those institutions which have developed plans of education placing emphasis on individual instruction. Since most of us do not work in the Bards and Benningtons, however, a program of service for the more conventional kinds of schools may be discussed. Although the individual items for action are probably not new to you, an organized statement of plans and procedures designed to accomplish the prime objective may be useful. It may be emphasized that what is needed is a planned program carried out with continuity.

The first step in our planning should certainly be to examine the setting to which our library must adapt itself. How many students and faculty members do we serve? What is their composition in such things as age, sex, background, and major field of interest? What are the curricular offerings of the school? What are its objectives? What is the background and tradition of the college? These and similar considerations will affect our program.

Having examined the setting, we need to look at the library itself. We will want to know that it is adequate in all of its routines of ordering, processing, and circulating the materials of the collection. The housekeeping details must be well in hand so that, if our service program is successful, we can satisfy the demand.

In implementing the plan, we will want to see that, so far as possible, our organization, staff, and building are adapted to the job. Depending upon local campus condi-

¹ Land, William G. "The Functional College Library," *Journal of Higher Education*, 18:90-91, February 1947.

tions, we may want to consider classroom collections, departmental libraries, and dormitory libraries. We may adopt a subject-divisional arrangement.

Regardless of the organizational set-up chosen, the staff should consist of individuals who are personally effective and whose qualifications include an understanding of educational problems. They should be recognized as full-fledged faculty members as a basis for establishing cooperative and mutually helpful relations with classroom teachers. The whole public service staff should be large enough so that, especially at reference advisory points, thoughtful personal attention can be given to each individual problem. Every member of the staff should keep in touch with curricular use of the library by working at a public service desk part of the time. And we venture to say that this applies also to the chief librarian. We need to have enough people so that some time can be spent on planning, improving, and coordinating rather than simply in fulfilling a heavy schedule of work at service points. One organizational device to provide for the necessary over-all planning is the position of supervisor of public services.

The success of the program will depend to some extent on the adequacy of the building which, so far as possible, should have individual study facilities for students and faculty, conference rooms where the instructor can meet his students, and space in which whole classes can meet. Attention needs to be given to the conditions such as color, lighting, and ventilation which make the library an attractive place for work. Certainly students should have direct access to books.

This whole program has the one overriding purpose of bringing library and classroom closer together, but the individual items for action are designed to do specific

things. We have divided them on this functional basis. These specific purposes are (1) to give the librarians information about the classroom (2) to keep the service responsive to curricular needs (3) to stimulate students to use that service and (4) to inform the classroom teachers about the services and collection of the library.

First, activities which give the librarians information about the classroom.

Opportunities should be sought for librarians to keep in touch with current classroom developments by visits to classes and to departmental meetings. Regular attendance at faculty meetings and service on committees can, in addition, keep the librarians informed of future curricular plans. Conferences with individual faculty members can be helpful but are usually most successful when initiated in response to an evident need. When course syllabi are available, their use can be an excellent source of classroom information. One of the most promising devices for getting information is a departmental library representative. This person can be either a member of the library staff or a member of the department, although the latter is probably preferable. This method will succeed only if the individual chosen is interested and vigorous and has the active support of his department head. In courses which have unusually heavy library use, a student course representative can help to keep information flowing to the library and to get the cooperation of the other students in the use of books.

Second, activities to keep the service responsive to classroom needs.

There should be provisions for rush cataloging of books which are needed urgently. There should be arrangements for a wait-

ing list for books in great demand and for locating books requested but not accounted for. A device which may be helpful in measuring and meeting heavy demand is what might be called a best seller list. That is, the supervisors of the main book service desks report at regular intervals the books which they have been unable to supply because of a lack of sufficient duplicates. The record of these reports provides a history of demands over a long period. Orders for duplicate copies are then considered on the basis of that record. This procedure allows the duplication of books in response to observed need and avoids unwise duplication based on a heavy demand at only one time. Similar services can be provided for periodicals. The perennial irritation of magazines being in the bindery probably cannot be entirely eliminated. Many times, however, volumes which are being prepared for the bindery are still in the building though not in their normal location. We must provide means for keeping track of these volumes and for making them available.

Third, activities to encourage students to use the library.

The first essential is teaching the methodology of library use. If individual teaching is impossible, this instruction can best be given in connection with courses within the subject departments so that the students can see an immediate and practical use for the techniques taught.² The logical place for the basic instruction is the Freshman English course. After that time, instruction should be given in the many advanced classes which need information on essential reference tools in their field, fundamental bibliographies like the *L C Author Catalog* and *Subject Catalog* and the *C.B.I.*, and

other matters helpful to them. The trick, of course, is to get the class instructors to provide the necessary time. Opportunities for individual instruction are offered in connection with interlibrary loan service and the frequent contacts with students provided by reference service. Closely related to library instruction is a handbook on the library and its essential services.

Having instructed students in the use of the library, we need to call their attention to the resources of the collection. The library can offer to take books to classrooms for comment and display in preparation for some specific assignments or for general reading in the course subject. Book jackets may be displayed outside the library and, within the building, offer attractive and purposeful decoration. A display shelf of new books at the circulation desk can encourage book interest as can a browsing room.

Exhibits can be an important help. There is a legitimate place for exhibits on general subjects such as the structure of the United Nations, but this medium also can be related directly to the curriculum. If a new course sequence such as an American Civilization program is instituted, an exhibit on the new *Papers of Thomas Jefferson*³ can be related to that program. More closely tied in with individual courses would be exhibits, for example, on the steps in writing a term paper in connection with freshman library lectures or on Columbus in connection with American history courses. To serve the library directly, one could set up an exhibit on types of book mutilations with appropriate comments.

In addition to teaching students how to use the library and calling their attention to the books in the collection, we need to take every opportunity to keep the library before

² Brown, Helen M. "The Librarian as Teacher in the College Library." *College and Research Libraries*, 10: 119-123, April 1949.

³ Boyd, Julian P., ed. *The Papers of Thomas Jefferson*. Princeton, Princeton University Press, 1950.

the college community and to develop means of contact with students. The resultant publicity and good feeling will foster use of the library. A Student Library Committee as reported by Stokes¹ can serve to encourage interest in the library. It can provide a channel for obtaining student points of view on the quality and irritations of library service. This group can help to support the library in instituting new plans of service and in enforcing necessary regulations.

The major medium for publicity is the campus newspaper either through a regular column or through regular stories in the paper. There are many different topics about the library which are newsworthy and these should be exploited. A good deal of grief can be avoided by putting the essential facts in writing for the student reporters to translate into journalistic style. At least the names may be spelled right even if the rest of the story is garbled. The library can sponsor or encourage book discussions, forums, and meetings of all kinds in the building. Library clubs, teas, open houses, and such functions have been frequently reported as valuable.

Fourth, activities designed to reach and inform the classroom teachers.

The whole program can stand or fall depending upon the success of this phase of it. It is unfortunately true that students will be all too glad to stay away from the library if their instructors make it possible for them to do so. Therefore, our major efforts must be directed toward the classroom teachers. Since many of them are jealous of their prerogatives, care and tact are required in this realm.

We must gain the confidence of the group in our abilities and in our interest. The

library staff members must have qualifications comparable to those of classroom teachers. Attendance at faculty meetings, membership in the local A.A.U.P. chapter, and participation in the official affairs of the college demonstrate both librarians' interest and their professional responsibility. Personal friendships and social contacts make consultations easier and help understanding on both sides.

Especially in our relations with the other members of the faculty, we need to assert our confidence in the essential importance of our job and in our own competence to do that job. I have observed that we librarians have what might almost be called a psychopathic eagerness to be told our faults, especially by conference speakers. While we certainly want to benefit from constructive criticism, we need to show a quiet confidence in our essential contribution. This applies particularly to our own college if we expect to keep our place as faculty colleagues.

While underrating our own capacities, we sometimes overrate the knowledge of the classroom teachers by taking it for granted that they know all the fundamentals of the library. This assumption is not always justified. Some of them do not know of the existence of tools which are important to all fields such as the LC printed catalogs, *P.T.L.A.*, and the *C.B.I.* When it comes to a more esoteric record like the shelflist, even the most informed and library-minded faculty members may be ignorant of its existence and of its value to them in making a survey of the collection. These are only samples of the lack of information to which we should be alert. They indicate the need for a program of education about the library directed to the departmental teachers.

These people need especially to understand that books must be processed carefully

¹ Stokes, Katherine M. "Selling the College Library's Services." *College and Research Libraries*, 4:120-27, March 1943.

so that the catalog will be maintained at a high standard as a key to the book collection. The resultant lag between arrival of books and their availability is all too often a source of considerable friction, part of which can be eliminated by a genuine understanding of the reasons. This area of library operation is in need of a thorough re-examination to see if our standards are not too high and our processing inefficient in light of new developments. We must be sure that the time lag is necessary before we try to explain it.

Some of the channels for educating the faculty have already been mentioned in other connections. Faculty meetings offer opportunities for attractive displays which can unobtrusively help to inform the faculty members about library matters. Departmental meetings can occasionally be devoted to the library in relation to the particular department. Library publications provide media for statements and explanations of all kinds. An orientation in the library is especially desirable for instructors newly joining the faculty. Individual conferences with instructors, so often the outgrowth of problems and complaints, can be used constructively to give information and to foster understanding.

The classroom teachers need to know what books are in the collection if they are to suggest titles to their students. They should be notified when books arrive if they have recommended them or if they have special reason to be interested in them. A regular list of new acquisitions is essential and should be sent to each faculty member as well as being posted widely. If school is in session in the summer, absent faculty members will appreciate having the lists saved for them until the fall. A personal letter to accompany the package will further enhance the value of this service. Notices of periodical articles of interest should be

sent to various department members.

The reserve book system causes such common problems that it warrants special mention. One perennial problem is getting reserve lists soon enough that the books can be ready before assignments are made. A practical solution is to compare the record of previous reserve lists with the schedule of courses to be offered in the new term. A phone call to the instructors concerned will then bring results where a general announcement or a form letter will not. After the list is obtained, the instructor should be notified as soon as his books have been put on reserve. When the course has been completed, he should be informed how much these books have been used. He can benefit by this information in revising his list and in planning his presentation of the subject matter the next time the course is offered. This report may encourage him to limit his reserves to those books which have been sufficiently used. A simple means of reporting is provided in merely sending the reserve book cards to the instructor when the course is completed. They should be accompanied by a letter explaining possible uses of the information on the cards.

These then are the major purposes of our program to relate the library to the classroom. We must keep up with what is happening in the classes, we must make our services responsive to curricular needs, we must stimulate the students to use those services, and we must let the classroom teachers know what is going on in the library. We have suggested a few ways of doing these things. None of these methods is sufficient in itself, but when carried out regularly as part of a planned program, they can produce a cumulative effect greater than the sum of the parts. We must develop new and better methods and let each other know about successful developments through our journals and through meetings.

Reference Work at Amherst College Library

Mr. Pritchard is reference librarian, Amherst College Library.

THE MAIN feature of reference work in the Amherst College Library is the close and continuing collaboration between the reference librarian and students writing papers and honors theses. This involves a relationship between student and librarian which ends only when the student has found all the material he needs. It begins when the student registers with the reference librarian as soon as he undertakes any research. The student describes his project and the librarian gets a clear idea of what he is attempting. He then asks what the student has done so far and in this way gains an insight into his preparation to do research. The librarian can then begin at the student's level to show him the next steps. It may be necessary to introduce him to the card catalog and the *Readers' Guide to Periodical Literature*, or he may be ready to hear about the special bibliographies in learned journals of the field in which he is working.

The first step in the collaboration between reference librarian and student has been taken, but this is only a beginning. During the conference the librarian makes a record of the student's name and topic and explains how he will work with him in gathering material. The student is instructed to report to the librarian whenever he sees his name posted on the reference call board, because this will mean the librarian has something to communicate.

Further assistance takes two forms: introducing the student to more and more specialized research tools and finding specific material for him either at his request or on the librarian's own initiative. It is not feasible from any point of view to tell a student all at once all the sources he should consult. The student would be confused and discouraged and the librarian would be under a strain to present everything pertinent. When, however, the student and librarian work together for a week or a month or more, the librarian as well as the student lives with the topic. During this time he is able to explore the resources of the library as thoroughly as the student's project demands and to watch for material in the ordinary round of his duties. While scanning book reviews, skimming new books, keeping an eye on incoming serials, even while answering a particular reference question; the librarian discovers leads to a number of topics for which he is on the alert.

Informing a student of a new source of information can be done easily and sometimes instructively. The librarian makes a note which he clips to the front of the student's record card. At the same time he posts his name on the call board and lets the student consult him when it is convenient. Experience has shown that it is better to ask the student to copy the note rather than give it to him. It is good practice then to clip the note to the back of the student's card. In this way the librarian keeps a record of the assistance he has given a student and he can also show it to him

again if the student loses his copy.

The librarian does not spoon-feed students. For example, if he finds a likely title in the card catalog under a subject heading not yet explored by the student, he will refer him to the subject heading rather than to the book itself. Or he will simply recommend a certain bibliography even though he has already gone through it and found several pertinent titles. At their next conference he may ask the student how productive this subject heading or that bibliography has proved to be.

In almost every instance the librarian has to decide whether to present the student with a general lead in the direction of a reference, a specific title complete with the call number, or even a text itself. The library competence of the student and the nature of the reference determine what the librarian will do. If he has encountered a pamphlet or a government document purely by chance, it is usually best to refer it to the student as specifically as possible at the same time pointing out where similar reference might be found.

A number of departments of the college,

principally in the social sciences, have asked the reference librarian to address their honors students before they begin work on their theses. Here the reference librarian has the opportunity to call attention to items generally useful in their subject field and also to invite the students to confer with him individually. Reports of the reference program have spread among students and faculty with the result that students consult the reference librarian on their own initiative and more and more faculty members are asking the reference librarian to address their students.

The effects of this collaboration between student and librarian can be found in several areas of the library. More United States government documents have been used and a few students have learned to ask for them by serial document volume number. Bibliographic aids of all kinds have been given greater use. Finally the number of students who received continuing reference assistance almost doubled between the first and this second year of this program's operation. The library is an integral part of instruction.

American International College Library Building

(Continued from page 148)

regulate the windows in the main and lower level reading rooms and in the lower level stack area.

Another thing that bothers is the type of cinder block which we used. They are very porous and we discovered that sound carries through them. In many instances this is not important, but in some cases we found it necessary to insulate and plaster some walls which we had not intended to do. There are other quality cinder blocks available, but again, in order to economize we were forced to use a cheap grade.

Looking at the library as objectively as possible for one who is using it every day, we do feel that the good points outweigh enormously the things that irritate.

We like the good lighting, our adequate elevator, the feeling of space, the relation of one work area to another, the pleasing color, the lack of waste space in corridors and stairwells, and the attractive furnishings and equipment. As one student remarked a short time ago, "I just love to come in here and sit even when I don't have to study. It's great to think it is ours."

Management Improvements in Libraries

Mr. St. John is librarian, Brooklyn Public Library.

THERE ARE relatively few libraries of any type in the United States that are satisfied with the budgets on which they must operate. This will probably always be true. Consequently more and more librarians are realizing the need for careful management procedures within the library. Since librarianship is basically a development of the organization of materials, the basic elements of good administration have always been present. Its application in a practical sense, however, has been sadly lacking.

Most of us realize the serious need for more time to be devoted to the particular purpose of our individual library, whether it be service to the public, or time to consider the purchase of rare books and manuscripts to add to research collections, or to the production of bibliographies which make these collections available for use by scholars. One sound method of gaining this time within our current budget is by careful management analysis and the application of sound management improvements.

Since the basic elements of management improvement are the same in a public library as they are in the college or research library some of the experiences of the Brooklyn Public Library may be of value.

We have recently been asked by the Mayor's Committee on Management for the City of New York to submit a list of our management improvements during the

years 1947-48 through 1951-52 and this analysis of our work provides a startling example of new services which have been made possible because of savings made possible by changes in the standard elements of our work.

An over-all cost of circulation in 1947-48 was 34 cents per volume. By 1951-52 this cost had gone up to 38 cents per volume, or an increase of approximately 11 per cent. During the same period our average salary had increased \$739 per position or 31 per cent and in addition we had been able to start a system-wide young people's department, to begin an audio-visual service, to extend considerably our community service, by sponsoring discussion groups, parent-preschool child programs and a senior citizens service. We were able to increase the number of pieces of publicity which were distributed and to absorb the additional volume of books purchased and cataloged.

The development of management improvements in the Brooklyn Public Library is a joint affair and much of the basic discussion takes place in an Advisory Board meeting. The Advisory Board is made up of the superintendents of all phases of our work performed by the professional, clerical and maintenance staffs. Since they meet weekly there is a regular opportunity of bringing to bear upon any problem, the experience and knowledge of all.

The second step is one of control and our use of control panels is described very well by Mr. Gerard Cozzarin in an article in the *Library Journal* for February 1, 1953.

The material for these control panels, is assembled by our statistician, and in order to make sure that we have the kind of statistics which are needed to give a clear view of the work that we are doing, we have recently completed a study of the statistics now kept. We found, as many other libraries have found, that unless such a survey is made there is danger of spending time accumulating costly statistics which are unusable. In some cases, we have found that the statistics kept are on such a broad base that they are meaningless as a control of the particular operation. In others they are so detailed that we cannot afford to keep them regularly. Consequently, we now spot check as this information is needed. Perhaps the greatest benefits have come through the installation of labor saving equipment. We can use as typical the example of our centralized registration files. These files contain normally between 750,000 and 1,000,000 entries. For many years a fairly large staff tried to maintain these records in the regular library card catalog cases. The assistants had to stand to use the records and stretch for heavy drawers in the top rows of the catalog cases. Fatigue was a serious matter since the use of the files was constant and heavy. The annual weeding process was an almost superhuman task. A committee of supervisors was assigned the job of finding new filing equipment which would reduce fatigue and lost motion in the filing and which would permit more than one operator to work at the same files. In the spring of 1951 the members of this committee made many inspection trips to the sales rooms of commercial firms. They held conferences with salesmen at the library trying to explain our registration operation and requirements. They corresponded with the ALA and the National Office Management Association to find out if any new equipment had been used successfully for a similar

operation. The doubledeck Transdex Roll-dex unit with rolling chair assembly, was finally selected because it was the only one of all of the available modern filing equipment which permitted more than one operator to work on a unit simultaneously. The Transdex doubledeck files have two parallel magazines, in each of which are cross files on two levels. The lower level is stationary. The operator, on a rolling chair assembly, rolls to the record. The upper level is equipped with two rolling trays, carriages operating the length of the magazine. The records on both levels are filed in removable trays placed side by side. The operator sits in the unit facing the records and the desk, in a special rolling posture chair, which enables her to be occupied full time without moving from her station. By reducing fatigue and lost motion in filing, increased production was gained to the extent that it now takes less people to handle these files. This year our annual weeding process caused no noticeable change in the normal tempo of the division. We have been able to eliminate lifting, walking, stooping, opening and closing of the drawers. The centralization itself, which eliminated our branch files of registration, has saved an estimated 16 man years throughout the system.

In 1950 with a reorganization of our Book Order Department, the installation of standard business order forms and more efficient processing of orders resulted in a reduction of the average cost per volume of 23.4 per cent in a five-month period between February and June. In our library this saving amounted in dollars to \$34,142.90, and enabled us to purchase 17,600 more volumes in that year. In addition, the recognition of the problems of the supplier, and the resultant action taken to make it as simple as possible for him to carry our account, made more prompt delivery possible. Now timely books appear on the

shelves in the agencies on publication date or soon thereafter.

In another effort to reduce the amount of clerical and recording work in our service agencies so that they might have more opportunity to give professional service, we centralized completely our processing of books with the following results: an assembly line was established using the techniques of industrial production to process all books centrally. We had found that the time consumed for processing, when this work was done in the branches, averaged ten minutes per book.

In our central unit we were able to add several beneficial items to our processing, such as putting Plasti-kleer covers on each volume, and still reduce the time by 5.6 minutes per book. At the end of the first year of centralization, the average time for processing a book was 4.4 minutes. This was accomplished with relatively little capital expenditure, since the only equipment purchased were two electrical gluing machines. In the beginning, we arranged large tables in various ways, so as to allow experimentation with the flow of materials, until we learned the best arrangement to facilitate the flow for the various activities involved.

With the centralization of our processes and files, as described above, we were able to increase our activities and services. As a consequence, our circulation increased two and a half millions during the years covered by the Mayor's Report. This necessitated the employment of a great many part-time clerical assistants to handle the shelving of books and other routines. The corresponding increase in the numbers of checks to be processed for the payroll each month, presented our finance department with a very real problem. Its solution was accomplished in the same manner as described above, in relation to the selection and purchase of the Transdex equipment for cen-

tral registration. Upon completion of the study, it was decided that a new type of accounting machine supplied by the National Cash Register Company would be the answer. The first payroll was put on this in January 1951 and we soon found that the time saved by mechanization of our payroll operation, plus the combining of several operations into one, made possible the absorption of the added volume of finance personnel. At the present time we are beginning to use this machine for our accounts payable and expect even more substantial savings. The cost of the machine has already been made up by the salary savings involved and we have reaped an additional benefit of better and clearer accounts since the recording is done in one operation.

Although the two major units mentioned above—the accounting machine and the Roldex Transdex units were more expensive than a small library could normally afford (the Transdex unit cost \$12,832.90 and the accounting machine cost \$4,625.00), we have already made them pay for themselves because of the size of our operation. However, in the case of the centralization of processing the cost was practically nothing and the savings great and continuing. Our gluing machines cost \$318.50 apiece and we estimate savings of 18-20 man years in the system as a result.

There are many such inexpensive mechanical devices which can be used by smaller libraries with little expense so that more time of personnel may be devoted to professional activities. One outstanding example of this has been the purchase by this library of a Sho-card machine. I think every library has the problem of handmade signs and posters. They are not only time-consuming for the average assistant but unless there is a person on the staff with special artistic ability most of the signs cry out that they are handmade. Our inex-

pensive equipment (it cost \$631.93) produced during the fiscal year 1951-52 over 3000 signs easily duplicating the same sign for each of our 50 units. It requires practically no experience to operate. We have found that the average intelligent part-time clerk can be taught to produce clean, good looking signs after a few hours of training.

Another area where practically any library can save time and overhead cost is the careful study of forms. Our printing committee meets regularly to consider approval of requests for forms. When the form is approved they determine whether or not the form should be printed or should be reproduced by multilith within the library. This committee tries to determine 1) whether or not the contents of the form are needed by management or are required by law or by good financial standards; 2) whether the design of the form facilitates the use of best methods of operation and 3) whether the working methods represented by the content are the most efficient procedure. Major attention at the present time is being given to systems and procedures since we have found from experience that a request for a form presents a good opportunity to study the use of the form and the general area of activity within which the form is used. As a result, in addition to the net annual savings, of almost \$4000, which has resulted from the elimi-

nation or combination of forms, and the use of multilith instead of printing, we have been able to make considerable savings in clerical costs by changes in procedure.

The examples given above are a few from a specific library. They are meant to illustrate the fact that it is possible within the limited budgets available to libraries to increase the amount of service which can be given. Businessmen are always amazed when they see the complexity of a library operation. They are inclined to question the ability of the supposedly theoretical librarian to effect a sound management program. The librarian must believe firmly that the mission of his institution is to produce quickly and accurately information at whatever level it is needed by the community which he serves. It is then a short step to the point where he realizes that he must obtain the greatest benefit from the funds available to him in attaining this mission. When he begins to analyse the procedures which have developed in his library over a period of many years, he realizes that many can be eliminated entirely since they do not contribute directly to the attainment of the mission.

Librarians have always been noted for their cooperation. By sharing our experience in the field of management improvements we may all obtain more benefit from our budget dollar.

Scholarships at the University of Illinois Library School

A number of library and research assistantships are available to candidates for the Master's degree at the University of Illinois Library School. Students who have to their credit eighteen hours of library science or its equivalent may qualify for appointment to the staff of the University Library or the Library School, with stipends varying from \$650 to \$1500 according to the time given to work, and with waiving of tuition. Some of these involve assignment to the Demonstration Laboratory, and to activity with audio-visual materials.

Also, there are offered through the Graduate College at the University a number of fellowships open to candidates for the degree of Master of Science who are not over thirty years of age when the appointment is to be made. These grants carry stipends of \$900 for a year, and waiving of tuition. Candidates for the doctorate are eligible for second year grants, in amount of \$1000, and for third year awards of \$1100, with exemption from tuition in both cases. Students undertaking study at the Library School may apply for these benefits. Inquiries should be addressed to the associate director.

New Periodicals of 1952—Part II

Miss Brown is head, serials section, Descriptive Cataloging Division, Library of Congress.

THE NUMBER of journals of interest and value which were launched in the year 1952 was an increase over that of recent years if one can judge by the receipts of the Library of Congress. And since many of these journals are published or sponsored by government agencies, societies, libraries and universities of long standing it would seem they should have a good chance of survival.

Literature

The new journals in the field of literature are of interesting variety. *The Blue Guitar*, *Four Winds* and *2 1/2* are "little magazines." The first, published in Los Angeles, has three editors and a college representative at a number of schools. The contents are arranged in three sections, "Intellectual directions" which consists of poems, "Explications" of one or more of the poems and "Prosodic Problems." "The belief that a wide exchange of creative talent can contribute to understanding between peoples, and between groups within peoples, and that our future, the world's future, is dependent upon the activity and encouragement of creative individuals," led to the starting of *Four Winds*. This little magazine is published in Gloucester, Massachusetts under the direction of a board of editors. In addition to the poetry and prose of new writers there are reproductions of drawings and paintings of new artists. *2 1/2*, a *Magazine of the Contemporary Arts* lists as contents of number one such art forms as a story, a poem, a portfolio, a documentary film, a play, and a madrigal. It is

published in New York. *Tyro*, a *Collection of Freshman Writings* is made up of themes written in the freshman English and composition courses at the University of Minnesota. Its aim is to serve as an incentive for the writing of good exposition as well as to provide a selection of student themes for classroom analysis. Two new poetry journals, *Poesía de América* from Mexico and *Poesía Española* from Madrid were launched in 1952. Both will provide opportunities for new poets to publish their works. Also from Madrid comes *Revista de Literatura* which will present the results of literary research as well as essays, poetry and drama. Any contribution of value by either a Spanish or foreign author will be considered for publication. In *The Colorado Quarterly* the University of Colorado will "publish what can be said in an interesting way about those matters which are the concern of a university—literature and the arts, public affairs, the sciences, and the professions—and which are of interest to the general rather than the specialized reader." Contributors will not be limited to University of Colorado faculty.

Bibliography

The Literature of Research published by the Harmon Institute in Hyattsville, Maryland contains book reviews and annotated lists of new publications which report the results of scientific research. The first issue, seven pages in length, included a "Selection of Russian Chemical Monographs," "Ultrasonics in Industry," which is a review of Bergmann's "Ultraschall," "News of the Publishers," brief announcements of new publications and other bibliographical information. *Politische Literatur, Berichte*

Über das Internationale Schrifttum zur Politik is a book reviewing journal published by the Institute of Political Science, Goethe University, Frankfurt.

Libraries

Library administration and techniques, resources and histories of libraries and histories of library associations are subjects treated in the new library journals examined. *Biblios, Österreichische Zeitschrift für Buch- und Bibliothekswesen, Dokumentation und Bibliographie* is published in Vienna at the National Library by the Gesellschaft der Freunde der Österreichischen Nationalbibliothek, the Vereinigung Österreichischer Bibliothekare and the Österreichische Gesellschaft für Dokumentation und Bibliographie. Brief articles concerning these societies and an article entitled "Die wissenschaftlichen Bibliotheken in Österreich 1945-51" are among the contents of the first issue. The University of Illinois Library School is now publishing *Library Trends*. The first issue on "Current Trends in College and University Libraries" edited by R. B. Downs was reviewed in the January, 1953, issue of *C&RL*. Because *Libri, International Library Review* had been omitted unfortunately from earlier listings of new periodicals it was decided to include it here, although it has been published since 1950. It comes from Copenhagen and is edited by the librarian of the University of Denmark and the state librarian of Denmark. It is an international journal which is trying to link together the work of libraries in different countries and to help in promoting a spirit of mutual understanding. It will publish articles, reviews, notes and other communications in English, French or German. Included in the first issue were "Bibliophiles in Ancient Rome" by the director of the University of Uppsala Library, "Dawn of Library Consciousness" by Mr. Ranganathan and "Die

Deutsche bibliographische Situation der Gegenwart" by the librarian of the University of Tübingen. The *Philippine Library Journal* is a new journal for the librarians of the Philippines.

Education

Revista de Educación published by the Spanish Ministry of Education deals with the problems of education at home and abroad. The teaching of music, the study of Greek at the undergraduate level, curricula and schools in Portugal, Italy and France are subjects illustrative of the contents of number one. From Darmstadt comes *Praxis der Kinderpsychologie und Kinderpsychiatrie*, a journal which will report on the progress being made in clinics, schools and homes by specialists in child psychology and psychiatry.

History

Past & Present, a Journal of Scientific History is published in London under the supervision of an English editor and assistant editor and a group of advisers from Europe (including the U.S.S.R.) United States, China and other countries. This journal aims to bring to non-specialist readers knowledge of Indian, Chinese, Arab, African or Latin American history and to make available the work of historians writing in unfamiliar languages. *Tyler's Quarterly, a Journal of American History, Biography, and Genealogy* supersedes an earlier publication of similar title. The new journal will publish articles of historical interest, historical documents and book reviews.

Political Affairs

Two new journals from Italy are devoted principally to present day political and economic conditions in that country. *Italian Affairs* published by the Centro di Documentazione in Rome has as its object "to afford full information about Italy, her

structure, her problems and her life today." The first issue treats such subjects as the Trieste question, unemployment in Italy, agrarian reform and the southern Italy question. *Quaderni di Cultura e Storia Sociale* published in Leghorn also treats the southern Italy question as well as such subjects as politics and religion in France, and eighteenth century Tuscan society. Book reviews and brief notes from the press were also included. The *Yugoslav Review* published in New York by the Yugoslav Information Center will attempt to answer such questions as: What is going on in Yugoslavia? Is it really Socialist? Democratic? Can cooperation be built with other countries? The *Field Reporter* published by the United States Department of State supersedes the Department's *Record*. This journal is to provide the reader with information on our program of international cooperation in education, culture, science and technology. It consists of attractively presented reports prepared by field workers.

Economics

The Institute of Economic Affairs, New York University is publishing *Challenge Magazine* which will treat of the science of economics and economic processes in a non-technical, popular style. *Economic & Technical Monthly, Japan* is published in Tokyo by the Society for Economic Cooperation in Asia. From its contents foreign industrialists, technicians and scientists can get an idea of the economic and technical developments in Japan.

Statistics

Applied Statistics published in London is a journal of the Royal Statistical Society. The special feature of this journal is that while it will be concerned with theoretical statistics it will also try to meet the needs of workers in industry, commerce, science

and other branches, who must handle, understand and apply statistical methods. The first issue includes such articles as "Estimating the Social Class of Towns," "A Statistical Approach to the Specification of Plastics," and "The Accuracy of Systematic Sampling from Conveyor Belts."

Operations Research

The newly organized Operations Research Society of America is publishing a *Journal* for the advancement and diffusion of knowledge concerning operations research. Two articles are included in the first issue: "New Mathematical Methods in Operations Research" by B. O. Koopman, Columbia University and "Some New Statistical Techniques Applicable to Operations Research," by R. L. Ackoff, Case Institute of Technology.

Social Sciences

The *Commission on the Social Sciences* of the *Public Relations Society of America* will announce "Who is doing what in the social science research centers" in its *Report*. The first issue is a collection of brief reports on the activities of the social science research centers at Columbia, Harvard, Michigan, Minnesota and other universities. The *Journal of Human Relations* is concerned with solving our social problems through study and research. It is published by Central State College, Wilberforce, Ohio. Articles, abstracts, reviews and bibliographical notes are included.

Negroes

Current, News of the Negro World is being published in New York for the American Negro who is interested in reading about and understanding world events as they affect him. For example, the first issue which appeared before the political conventions of last summer, devotes considerable space to the stand on civil rights

of each of the presidential candidates. The racial turmoil in South Africa, Ralph Bunche, and education for Negroes are some of the other topics treated.

Nutrition

The Journal of Clinical Nutrition is a scholarly new publication whose contributions are based upon research done in clinics, hospitals and research centers at universities. Articles, abstracts from journals and book reviews make up number one. *La Gastronomie Neuvième Art* is a popular journal from Paris. In addition to articles on gastronomy and literature, and gastronomy and art there are illustrations, some in color, of table settings, reproductions of still life paintings, etc.

Nursing

Nursing Research sponsored by the Association of Collegiate Schools of Nursing was created to inform members of the nursing and allied professions of the results of scientific studies in nursing and to stimulate research in nursing. The principal article in the first issue "The Personal Adjustment of Chronically Ill Old People Under Home Care," is an abstract of the author's dissertation at the University of Chicago.

Botany

Materiae Vegetabiles organ of the International Commission for Plant Raw Materials is concerned with the cultivation, improvement, preparation and utilization of vegetable materials. Contributions are in English, French, German, Italian or Spanish and are accompanied by summaries and bibliographies.

Periodicals

The American Journal of Comparative Law. Legal Research Building, University of Michigan, Ann Arbor. v.1, no.1/2, Winter/Spring 1952. Quarterly. \$5.

Engineering

The American Institute of Electrical Engineers is issuing three new bimonthlies, *Applications and Industry*, *Communication and Electronics* and *Power Apparatus and Systems*. Articles are illustrated and accompanied by references and synopses and occasionally by discussions. Also in the field of electrical engineering is *Direct Current* published in London. Articles here are also illustrated and accompanied by bibliographies. *European Shipbuilding* is published in Oslo under the supervision of an International Editorial Committee. The committee will suggest topics for discussion which will advance the science and art of naval architecture. Articles are illustrated and accompanied by bibliographies.

Law

Another "forum in which academic scholarship and the practicing bar can provide mutual assistance in the examination of basic or current legal problems on a comparative basis" will be found in *The American Journal of Comparative Law* published by the University of Michigan. Articles, notes and comments, book reviews and book notes are included. *The University of Kansas Law Review* features articles by authorities, case notes and comments, selected decisions of Kansas District Courts, book reviews, etc.

Art

Seven Arts from San Francisco is interested in modern architecture for homes and public buildings, modern furniture, painting, ceramics and interior design.

Applications and Industry. American Institute of Electrical Engineers, 500 Fifth Ave., New York 36. no.1, July 1952. Bimonthly. \$5.
Applied Statistics. Oliver and Boyd, Ltd., 98

- Great Russell St., W. C., London. v.1, no.1, March 1952. Quarterly. 25 s.
- Biblios.* Österreichische Nationalbibliothek, Josefsplatz 1, Wien I. v.1, no.1, April 1952. Quarterly. 6S 20.
- The Blue Guitar.* 116 S. Union Ave., Los Angeles 26. v.1, no.1, April 1952. 3 no. a year. \$75
- Challenge Magazine.* Institute of Economic Affairs, New York University, 32 Broadway, New York 4. v.1, no.1, October 1952. Monthly. \$2.
- The Colorado Quarterly.* University of Colorado, Boulder. v.1, no.1, Summer 1952. Quarterly. \$3.
- Communication and Electronics.* American Institute of Electrical Engineers, 500 Fifth Ave., New York 36. no.1, July 1952. Bimonthly. \$5.
- Current.* Wyke Publications, Inc., 443 W. 50th St., New York 19. v.1, no.1, July 1952. Monthly. \$3.
- Direct Current.* Garraway, Ltd., 11a Kensington Church St., London W.8. v.1, no.1, June 1952. Quarterly. \$2.25.
- Economic & Technical Monthly, Japan.* Society for Economic Cooperation in Asia, c/o Tokyo Chamber of Commerce and Industry, Tokyo. v.1, no.1, June 1952. Monthly. Free.
- European Shipbuilding.* Selvig's Forlag, Rådhusgt 8, Oslo. v.1, no.1, 1952. 4 no. a year. 15 s.
- Field Reporter.* U. S. Superintendent of Documents, Government Printing Office, Washington 25. v.1, no.1, July-August 1952. Bimonthly. \$1.50.
- Four Winds.* 3 Liberty St., Gloucester, Mass. v.1, no.1, Summer 1952. Quarterly. \$3.
- La Gastronomie Neuvième Art.* 64 Rue Caumartin, Paris 9. no.1, 1952. Quarterly. 750F. per issue.
- Italian Affairs.* Centro di Documentazione, 56 Via Veneto, Rome. v.1, no.1, May 1952. Bimonthly. \$75.
- The Journal of Clinical Nutrition.* Nutritional Press, Allentown, Pa. v.1, no.1, September/October 1952. Bimonthly. \$6.
- Journal of Human Relations.* Central State College, Wilberforce, Ohio. Spring 1952. 3 no. a year. \$3.50.
- Library Trends.* University of Illinois Library School, Urbana. v.1, no.1, July 1952. Quarterly. \$5.
- Libri.* Ejnar Munksgaard, 6 Nørregade, Copenhagen K. v.1, no.1, 1950. Quarterly. \$6.
- The Literature of Research.* 3705 38th Ave., Hyattsville, Md. v.1, no.1, May 1952. Quarterly. \$1.25.
- Materiae Vegetabiles.* W. Junk, Den Haag. v.1, no.1, 1952. 4 no. a year. 40 D G.
- Nursing Research.* 2 Park Ave., New York 16. v.1, no.1, June 1952. Frequency not given. \$2.50.
- Operations Research Society of America. Journal.* 6410 Connecticut Ave., Chevy Chase, Md. v.1, no.1, November 1952. Quarterly. \$6.
- Past and Present.* J. E. Garman, Vine Cottage, South Harting, Petersfield, Hants. no.1, February 1952. Semiannual. 15 s.
- Philippine Library Journal.* 931 R. Hidalgo, Quiapo, Manila. v.1, no.1, February 1952. Monthly. P9.
- Poesia de América. Cuadernos Americanos.* Ave. República de Guatemala 42, México. v.1, no.1, May/June 1952. Frequency not given. \$50 per issue.
- Poesia Española.* Pinar 5, Madrid. no.1, January 1952. Frequency not given. 10 Ptas. per issue.
- Politische Literatur.* Institut für Politische Wissenschaft, Johann Wolfgang Goethe Universität, Frankfurt a. M. no.1, 1952. Monthly. DM8.
- Power Apparatus and Systems.* American Institute of Electrical Engineers, 500 Fifth Ave., New York 36. Bimonthly. \$5.
- Praxis der Kinderpsychologie und Kinderpsychiatrie.* Verlag für Medizinische Psychologie, Darmstadt. v.1, no.1, January 1, 1952. Monthly. DM90 per issue.
- Public Relations Society of America. Commission on the Social Sciences. Report.* 2 W. 46th St., New York 36. no.1, August 1, 1952. Frequency not given. Price not given.
- Quaderni di Cultura e Storia Sociale.* Società Editrice Tirrena, Livorno. v.1, no.1, January 1952. Monthly. L250 per issue.
- Revista de Educación.* Ministerio de Educación Nacional, Madrid. v.1, no.1, March/April 1952. Bimonthly. 20 Ptas. per issue.
- Revista de Literatura.* Instituto Miguel de Cervantes de Filología Hispánica, Madrid. v.1, no.1, January/March 1952. Quarterly. 80 Ptas.
- Seven Arts.* Seven Arts Alliance, 25 Taylor St., San Francisco 2. v.1, no.1, June/July 1952. Bimonthly. \$3.
- 2 1/2, a Magazine of the Contemporary Arts.* 14 Morton St., New York 14. no.1, 1952. 4 no. a year. \$1.50.
- Tyro.* Department of English, University of Minnesota, Minneapolis 14. v.1, no.1, Winter 1952. Semiannual. \$45 per issue.
- Tyler's Quarterly.* 126 Third Ave., No., Nashville, Tenn. v.1, no.1, July 1952. \$5.
- University of Kansas Law Review.* University of Kansas, Lawrence. v.1, no.1, November 1952. 3 no. a year. \$2.50.
- The Yugoslav Review.* Yugoslav Information Center, 816 Fifth Ave., New York 21. v.1, no.1, January 1952. Monthly. \$1.

Brief of Minutes ACRL Board of Directors

Meeting, February 3, 1953, in Chicago.

Present were officers, directors, section and committee chairmen, and ACRL representatives on ALA Council. President Severance presided. An agenda with supporting documents had been prepared for the meeting.

Treasurer Shipman called attention to his annual report for 1951/52 which is printed in the January C&RL. Total income was \$22,174.50, of which \$19,419.20 was from dues allotments and about \$2,750 from other sources. Since expenditures were only \$19,508.98, a balance of \$2,665.52 accrued. Cash on hand Sept. 1, 1952, was \$13,965.30.

The required quarterly treasurer's report showed income of \$93.50 (membership receipt data had not been received from ALA) and expenditures of \$760.90. The balance on Nov. 30 was \$13,298.35. Since then *ACRL Monographs* had had several large bills, and the bank balance stood at \$11,550.11 on February 3.

Since a balance of ten thousand dollars was normal, Mr. Shipman recommended some investment in safe commercial channels and perhaps more in short term government paper to bring 2 or 2½% interest. ALA stood ready to help with investment on formal request. Mr. Hamlin reported that the Board had authorized investment in a savings account at its last meeting. The treasurer had found only a 1½% return at savings banks.

Mr. Coney stated that the best investment for the ACRL balance was in a program of operations. "We are in the business not of making money, but of doing things with money." Mr. Hamlin spoke to the need for a financial cushion or operating balance, which might be as low as 20% of the annual budget. The distribution of *College and Research Libraries*, which was financially successful, would never have been undertaken if ACRL had not had a respectable surplus. This, Mr. Coney stated, was part of a program. Cash leeway was needed, of course, but thirteen thousand seemed more than required by the size of the operating budget. (Note: See the

last annual report, C&RL 13:374 for brief statement of this subject.)

On question, Mr. Hamlin stated that the current year's operations are not expected to reduce the balance. Discussion therefore turned to projects. The *ACRL Monographs* was cited as a type of suitable activity. Mr. Tauber asked whether or not it was proper to seek funds for a new edition of Wilson and Tauber's *The University Library*, which is now out-of-print. Miss MacPherson bespoke the considerable need for a new edition of *Who's Who in Library Service* (it was reported later that Columbia University has this project under consideration). This could be done for college and reference librarians, if not for all.

It was suggested that committees had been overbudgeting, and that more careful planning was desirable.

In concurring with Mr. Coney, Mr. Hamlin stated that an executive secretary with a budget deep in the red was in a vulnerable position. The governing body should take formal action on the approximate sum required for safety factors and for normal operations. The Association could then assume additional responsibilities with the other funds available. The stigma of an unbalanced budget would be removed, and a vigorous, useful program might be pursued.

There was brief discussion of ALA practice in budgeting. Previous experience of ACRL should be studied. Intelligent action could not be taken without fact-finding and report.

It was voted that,

the Executive Secretary be instructed to make a careful survey both of ACRL's present budget and financial status and in the light of the experience of past years, and as a result of this survey, he make recommendations to the Board in Los Angeles concerning a financial cushion for future operations and the money ACRL might have available to spend for publication and other projects.

Mr. Bennett reported for the Audio-Visual Committee that 575 survey questionnaires had been coded and the data punched on IBM cards. Some basic tabulations had been done, and the report should be completed before June.

The Buildings Committee was represented by the new chairman, Mr. Rovelstad. Attendance at the Buildings Institute held prior to Midwinter had been 95 in spite of efforts to hold it to 75.

Walter W. Wright, chairman of the Committee on Committee Appointments, repeated his need for suggestions for people (or volunteers!) to serve on committees. These might be sent to members of the committee (Frances L. Meals, Mrs. Elizabeth Seely, Donna E. Sullivan, Paul Bixler).

Neither "Constitution and By-Laws" nor "Duplicates Exchange Union" had action to report. In the absence of Miss Parker, Mr. Hamlin stated that hers was a service committee to keep the exchange of duplicates in good working order.

The Committee on Financing College and Research Libraries has been active. Advertising which has appeared in October and January issues or is under contract for April and July already totaled \$4,700, or more than twice the amount for any previous year.

Mr. Ellsworth, chairman of the Committee to Implement Library of Congress Bibliographical Projects, reported that he had been in consultation with Mr. Clapp. They had discussed procedures for implementing certain bibliographic projects. The Librarian of Congress stated at a recent ARL meeting that the House of Representatives Appropriations Committee felt a lack of endorsement of LC programs from librarians elsewhere. "Never once did he find that any Congressman had ever had a statement from any librarian in his area about the worthwhileness of these projects." This situation should be remedied.

Mr. Carlson, chairman of the Nominating Committee, reported the slate of nominees (see his report elsewhere in this issue).

Comment on the work of the Publications Committee raised the question of the priority of claim on ACRL program papers by the *Monographs* and *C&RL*. The journal should come first as it reached all members.

Mr. Hamlin reported for the ACRL-ACLS Joint Committee on Selective Bibliography.

No considerable progress had been made. Publication of Harvard's Lamont Catalog might meet the committee's objective sufficiently to warrant dismissal.

Mr. McNeal had just been appointed as chairman of the State Representatives. Appointments were just about to be made.

Miss MacPherson reported on a recent meeting of CNLA at which she represented ACRL with Mr. Wyllis Wright. Question was raised as to the need for CNLA. Is all this organization, meeting, committee work, reporting, etc., wonderful, and is it accomplishing things, or is it just double talk and nonsense that should be given up?

Mr. Tauber felt that CNLA's joint committee on library education was doing useful work. His subcommittee was studying the examinations being given for certification by state civil service agencies and hopes to determine the validity of a national examination for certification.

This, it was stated, was not the problem. Did not the function of CNLA logically belong to ALA? ALA has been ducking the issue and has not corrected the conditions which make it impossible for any of the special library associations to become part of ALA. Mr. Carlson stated that CNLA was born when ALA was largely a centrally dominated public library group. ALA has grown into the kind of thing that CNLA was meant to be. "The time has come to re-examine the necessity of these two organizations and to see if ALA will grow into a full-fledged federation of library associations. If so, we don't need CNLA, or vice versa. It will be a hard solution."

President Severance reported the illness of Mr. Sloane, the general session speaker, and the cancellation of the program meeting the following evening. He also reported the reasons for his decision to apply for an ACRL associate membership in the American Council on Education. At his request the Board voted,

to approve the expenditure of \$25.00 for an associate membership of ACRL in the ACE.

Mr. Hamlin stated that postal regulations prevented the mailing of the annual ballot in the April issue of *C&RL*. It was voted that,

the Executive Secretary is authorized to

send out the ballot of the Association to the membership and that funds to cover this expenditure are authorized.

The 1952/53 budget for *College and Research Libraries* was presented. Mr. Tauber stated the \$600 normally allotted for his secretarial costs did not represent the full cost to Columbia University. Postage, telephone and telegraph, stationery etc. ran over \$250. Mr. Hamlin said that he and Mr. Tauber informally increased the number of pages in issues because of advertising (which increases revenue and decreases text space) and the backlog of accepted articles. Mr. Tauber recommended a regular policy of 112 pages for each issue. As the Association grew, more papers became available. Regular features, minutes, reviews, etc., leave only about half the issue for articles. He reviewed some of his problems in the selection of contributions.

It was voted that,

the Executive Secretary and Editor Tauber be commended for their action in increasing the size of the October and January issues of C&RL and that they are authorized to proceed in the future as they see fit with regard to extra pages, subject, of course, to the budget.

The question was raised as to budget changes necessary to implement the above vote. Mr. Hamlin felt the cost would be fairly small. To make proper allowance would require many and difficult changes in the document.

The increase in ALA production costs from \$850 to \$950 was questioned (production costs and a possible change of printers were the subject of a detailed statement sent in advance to the Board). According to ALA estimates, the cost of production to them had doubled in two years. Mr. Hamlin believed that production could be handled outside for less. So long as production is handled by the *Bulletin* office, *C&RL* production will take second place to *Bulletin* needs and may be delayed as much as a month. He also reported an estimate from a printer which was 12%-14% less than the Banta contract. Changes in production and printer might involve redesign of the journal. He wished to take these steps cautiously, one at a time, and requested authorization for any production change which was mutually agreeable to the

President, Executive Secretary, and Editor.

The proposal was criticized as not sufficiently concrete as to cost, etc. Mr. Hamlin requested a small sum for redesign of the journal according to type and paper available at the new press. If the designer came up with a happy solution, the change in printers could then be recommended. In regard to changes in production he felt this could be handled by the ACRL with \$1,100 or \$1,200 for part-time help. He could not say exactly because he could not hire someone then to begin a part-time job next fall. He needed the authorization, and would then go out and do the best he could. Furthermore, it was only fair to give ALA advance notice.

The question of paper was discussed. The proposed new printer would supply a comparable paper. It was an open question whether *C&RL* required expensive, high-finish paper when it had so few pictures.

After considerable discussion it was voted that,

the Executive Secretary make a study of taking over entire production of the journal with cost figures and report back to the Board. It was also voted that the budget prepared for College and Research Libraries be adopted.

Mr. Severance brought up policy regarding Midwinter Meetings which at present is to have programs so far as allowed by official interpretation of Council action.

Mr. Stieg reported on his function as chairman of arrangements for the Los Angeles Conference. He would help section chairmen with conference problems and was planning the program for the ACRL general session. His committee opposed a pre-Conference. The use of the USC campus with auditorium and other facilities was offered for Tuesday, June 23. The chief disadvantage was the bunching of section meetings at one time. The committee recommended the use of Tuesday for the ACRL general session and for section meetings, with the understanding that sections might have additional meetings or workshops on their own later in the week. Emphasis was on discussion groups, but section chairmen could choose any type of program.

Mr. Stieg reported that Reference was planning a program on specialized reference

services, particularly those in studio libraries. The College Section expects to have discussion groups on standards for budgets and apportionment of book funds, aspects of book selection and discard, personnel, and related problems. Likewise the Junior College Section will continue its work on junior college library standards. The University Libraries Section will be on "Branch Libraries, Good or Bad? A Panel Discussion of Creative Frustration."

After some discussion of the best time for the general session, lunch problems, etc., it was voted that,

the ACRL Board of Directors favors Tuesday as a general ACRL day at the Los Angeles Conference.

It was emphasized that meeting rooms (except those on the campus) should be requested of Miss Beatty and that she should be informed of all plans for programs at USC.

Mr. Stieg was planning a traditional program with a big name speaker on an educational topic for the general session. He welcomed any guidance from the Board.

Mr. Severance spoke briefly about Wednesday morning's meeting of the ALA Executive Board with divisional representatives. It was suggested that the discussion at New York should serve as guidance to the ACRL representatives.

(Adjourned.)

Meeting, February 5, 1953.

Present were officers and directors.

President Severance raised the question of status of ALA continuing members who have been regular ACRL members. After discussion of the memberships involved and of costs it was voted that,

the Executive Secretary be instructed to send College and Research Libraries on a trial basis for a year to continuing members of ALA who have been ACRL members regularly in the past.

President Severance ruled that ACRL would go along with the ALA Bulletin plans for membership prizes and make C&RL available as necessary to any small number of winners.

The petition of the Illinois Library Association's College and Research Section for ACRL chapter status was considered. It

was decided that a formal organization could petition through one officer, and that the wording of the Bylaws regarding the establishment of chapters was purposely loose. It was voted that,

the ACRL accept the petition of the College and Research Section of the Illinois Library Association for chapter status in ACRL.

Mr. Hamlin mentioned areas of the country which had expressed interest in chapter affiliation. He had discouraged chapter affiliation in one case and generally refrains from active promotion. Southeastern's college section had discussed affiliation with ACRL as a chapter. Since it assembles only once in two years, it could not meet the Bylaw provision requiring annual meetings. It was agreed ACRL should make it possible for Southeastern to come in if they wished. It was voted that,

the Committee on Constitution and Bylaws be authorized to propose an amendment to the Bylaws referring to chapters which will permit the affiliation of associations meeting every two years.

Mr. Eaton sought guidance and was instructed to fix it so that Southeastern or Southwestern could come in.

The question of extending committee appointments for more than one year was briefly discussed and dropped. It was felt hard working people should be reappointed at least once and those who did little could be dropped.

It was voted that,

fifty dollars additional be added to the budget already approved for the Pure and Applied Science Section.

President Severance proposed at least \$300 additional for the Executive Secretary's travel. Mr. Hamlin felt he would not spend that much, and stated part of last year's travel was charged to this year's budget. In answer to a query as to what he did on trips, Mr. Hamlin detailed his last one which was a short visit to Kansas City—reasons for going, people seen, business discussed, library tours, etc. Mr. Tauber urged more appearances at library schools, and Mr. Hamlin mentioned a plan discussed at ALA, but not implemented, for ALA to attempt to arrange

a visit of some staff member to any library school once a year. Obligations to get advertising and representation at national educational meetings increase the need for travel funds. It was voted that,

the Executive Secretary's travel budget be increased by \$300 additional for the current fiscal year.

The Public Libraries Division's new Reference Section was discussed. Criticism was expressed of the slate presented by the Nominating Committee because no public library reference people were included. ACRL has been criticized for its neglect of reference interests of the public librarians. Mr. Tauber said that he had tried to help their interests with articles and features in *C&RL*. President Severance read the definition of reference from Article I of the Constitution. This includes public library reference departments. Mr. Hamlin said that he had known of the PLD move and felt nothing would be gained by opposition. Mr. McAnally felt that ACRL would inevitably appeal more to the larger reference departments. He hoped the section would continue to appeal to all reference librarians who have the more complicated problems similar to those in the university field. Miss MacPherson said the new section was an established fact, and she hoped the new committee on divisional relationships would help in the establishment of aims. Mr. Eaton urged that the ACRL program be developed so as to keep the interest and support of reference librarians in larger public libraries. The Board expressed serious concern in the problem and felt greater emphasis should be placed on measures to hold the membership and interest of the group.

Mr. Hamlin called attention to his statement in the agenda in favor of institutes and discussion group programs. The Buildings Institute brought much favorable comment. This device which works well in the buildings field might be cautiously extended into other fields. Mr. McAnally felt the basic appeal of the institute is that librarians actually present proposals and problems from their own institutions. Individual situations and not generalities are discussed, under a leader, and this has very great appeal to others. He said that this was a fundamental approach that would be quite valuable to

ACRL and would strengthen its relations to members.

The question was raised whether or not a basic difference existed between building problems and operational problems. This might be explored on a pilot basis. A good deal of leader preparation is required for successful results. An element of success lies in the drawing out of the average member. It is his opportunity to express himself and share experience and ideas with his fellows. "The case study approach can be carried over to some of these other programs." It was suggested that no subject except buildings would draw attendance if meeting away from an ALA Conference. Mr. Hamlin suggested as a topic for a two day institute the assignment of book funds to departments. He said that all he was proposing was some extension of the institute-discussion-group method in ACRL.

Mr. Eaton said that section chairmen should be encouraged to use the technique, and that an experiment, or two, was desirable when prospects looked very good. "By successful experimentation the thing will grow if it is really a valuable method used in connection with appropriate subjects." Plans for discussion groups at the Los Angeles Conference were described, as was past experience of the PNLA, ACRL, and Texas Library Association. Mr. Davidson said that the College Section was trying to carry the Thornton-Hamlin discussion group plan a little farther at Los Angeles.

Mr. Williamson suggested that the ACRL President prepare the type of important presidential address traditional in the American Historical Association. Past practice was discussed. Members felt that the president should be encouraged to report on the affairs of the Association or on significant problems facing college and reference libraries.

(Note: The following discussion is reported in full by special direction of the Board.) President Severance reported on relationships with ALA. He felt that no action was needed but that the Board should be informed. He wished to keep the discussion as impersonal as possible and related directly to positions and government. Last summer when he took office, the divisions led by ACRL and the ALA represented by the Executive Board were at odds over the

problem of financial support. During the past nine months he had visited headquarters several times and had conversations with the principal parties involved. He felt definitely that the problem was "not a matter of whether we get \$200 or \$300 extra or lose \$2,000. The problem is, are we getting closer all the time to the development of a library organization in this country to the place where we will really become a federation and in which the major responsibility will be placed on specialized units such as ACRL?" President Severance said that the problems which have bothered ACRL are the same problems which are beginning to irk the public librarians. The officers of ACRL had recently been emphasizing with ALA officials that the problems involved were not primarily financial. "What we really ought to be talking about is, are we ready for the divisions to take on heavy responsibility? Are all divisions at this stage? What is our Executive Secretary's relation to the old line ALA staff?" Largely through divisional leadership regular meetings of the divisional executive secretaries with the ALA Executive Secretary now take place. President Severance had attended one of these meetings in December and would attend another later this week. Divisional officers were always welcome at these meetings. The presidents of both PLD and ACRL were present at a meeting of these executive secretaries in December at which a resolution was adopted which might lay the groundwork for investigation of the principal problem in its broad sense. This resolution reads:

"RESOLVED that the Division Executive Secretaries go on record as requesting the ALA Committee on Boards and Committees to recommend to Council, at next Midwinter Meeting, the establishment of a Committee to study the relations of the divisions to the ALA as a whole and to study the relations of divisions to each other; said Committee to include Division representation; its responsibilities to be (1) to provide for continuous study of the relations of ALA and its divisions to the end that the association be strengthened (2) to recommend appropriate policy and/or constitution and bylaw provisions to achieve this objective."

President Severance explained that prior to this meeting the ALA Executive Board had appointed a subcommittee of three of its members to study divisional financial relationships. ACRL and PLD had objected to the subcommittee because this group did not have divisional representation to present the divisional point of view on financial needs. "We recommended a new kind of committee to come out of Council, which is the policy making body of ALA. I think no ill will or misunderstanding is involved here." President Severance and Miss Rutzen had met with the other divisional presidents and explained the point of view behind the above action. (Note: The ALA Committee on Boards and Committees approved this committee, and action was taken to establish it at the next meeting of the ALA Council.)

Miss MacPherson, a member of the Committee on Boards and Committees, reported that her group was highly in favor of the new committee and expected a great deal from it. President Downs hopes that the best minds in the profession will accept appointment to the committee.

President Severance reported on the meeting of the ALA Executive Board with divisional representatives. "My judgment of the feeling of the meeting is that we are all looking in the same direction and don't want to fight about small things but want to straighten out the big things so that we can proceed on a high professional level. I don't think we have solved at all the problem of relations in headquarters. The divisional executive secretaries are still not given the responsibility or recognized as having the responsibility which we as divisions have given them. This is not recognized by the headquarters staff. I think sooner or later the division executive secretaries will become the most important group at ALA headquarters. At present the divisions are getting approximately 50% of the income which comes from membership dues. You can haggle forever about this exact dividing." He mentioned briefly the many categories of membership and the problems involved in any apportioning. Six possible plans for a new formula had been presented by the ALA accounting office. "Everybody agreed yesterday that one main thing necessary for the formula to be worked out is that it be simple to understand and not subject to

interpretations which lead to controversy in its application." Mr. Hamlin mentioned the broad assignment of responsibility to the divisions by the ALA constitution. Federation and the place of CNLA were briefly discussed. Mr. Severance said that he thought the weaker divisions will have to be strengthened. The people in the leading offices "must know our wishes, thoughts, and ideas. One proposal in the Executive Board meeting was that perhaps the Board should be changed to a meeting of divisional presidents. The term 'a federation of national library associations' has been used by ALA leaders a good many times in recent years." Mr. McAnally stated that "the whole history of this gradual reorganization of ALA is a series of spasmodic efforts to achieve this goal (federation), but each effort has made some progress toward the goal."

In reply to questions about possible action at the next ALA Council meeting President Severance said, "I don't know of any definite

action needed at this time. I think probably the most important single thing involved is the way we go about getting things done. Of all groups in the country librarians ought to be the people who operate in an intelligent, democratic, and American fashion. It is slow, but I think it is the way."

Mr. Hamlin felt that an important source of past friction was the lack of anyone at the Executive Board meetings who was able to speak from a very considerable knowledge of divisional needs and plans. ALA Executive Board members could not hope to keep completely informed themselves, and the divisional officers who were best informed were not called in when divisional problems were under discussion. The proposed committee would serve an important function as the official spokesman on divisional problems before the governing body of the Association.

Adjourned.

—Arthur T. Hamlin, Executive Secretary.

ACRL Business Meeting Minutes

Meeting Thursday evening, February 5, 1953, in Chicago.

President Severance explained that the scheduled meeting on the evening previous had been canceled because of the illness of the principal speaker.

In the absence of Treasurer Shipman, Mr. Hamlin reported the financial condition. Last year's report was printed in the January *C&RL*. When last year's budget was prepared, a deficit of \$5000 or more was expected. All sorts of economy and diligence in finding income had helped to turn the expected deficit into a surplus of more than \$2600 for the year.

The Chairman of the Nominating Committee reported nominations for office, 1953-54. (See the report and biographical sketches elsewhere in this issue.)

President Severance reported briefly the Board of Directors action in designating Tuesday, June 23rd, as the date for a series of ACRL meetings and programs at the University of Southern California campus in connection with the ALA Conference.

Mr. Kuhlman spoke in favor of a Loop hotel location for the next Midwinter Meeting. A majority of about three-fifths present voted that,

"The Association of College and Reference Libraries go on record that the Midwinter Meeting should not be held in the Edgewater Beach Hotel but should be held in some downtown hotel, with the suggestion that if the cost of having the meeting is increased by being downtown, this could be made up by increasing the conference registration fee."

—Arthur T. Hamlin, Executive Secretary.

Notes from the ACRL Office

Midwinter Meeting for ACRL started out with a Buildings Institute on Sunday and Monday. Building plans of a number of libraries were presented and criticized in the two day session. The Institute was very successful, and its proceedings will be published shortly as an *ACRL Monograph*. The next buildings institute will either be held in the fall at one of the new college library buildings or again at Midwinter. Any who are interested in attending should apply to Howard Rovelstad, director of libraries at the University of Maryland. Mr. Rovelstad is the new chairman of the ACRL Buildings Committee.

The Code for the handling of reference inquiries received by mail was approved at the meeting of the Reference Librarians Section. This was printed in the October 1952 issue of *C&RL* (13:364-5). All reference librarians will want to keep this code handy as it can be the means of avoiding a great deal of work (and quite properly, too). The code represents a small gain toward better relations and cooperation among libraries. Of course, an occasional distant letter in a childish hand asking for information about Washington or Lincoln or Eisenhower can be a pleasant variation to the college reference librarian, and I hope he will disregard the rules and his dignity (on the sly, of course) and enjoy the fun of answering the request.

At its Midwinter breakfast meeting on Feb. 3rd, the ACRL Publications Committee, under Chairman Lawrence S. Thompson, voted to set up a special editorial and managerial subcommittee to publish the *ACRL Monographs*, since this series is now well established and paying its own way. The members of this new body are Mrs. Frances B. Jenkins, David K. Maxfield, Colton Storm, Fritz Veit, and Howard W. Winger.

Mr. Maxfield, formerly business manager, was elected chairman, and has the brand new title of managing editor. All manuscripts, as well as single copy and standing orders, should be sent to him at the University of Illinois Library, Undergraduate Division, Chicago 11, Illinois.

An interesting publishing program is being developed. *ACRL Monographs* specializes in manuscripts longer than the typical journal article, and yet shorter than a full-length book. The *Monographs* expect to maintain the editorial standards of *C&RL* and to publish material of wide general interest to librarians outside as well as inside ACRL.

Among the topics being considered for future monographs, some large and some small, are: teaching of bibliography to undergraduates, engineering periodicals, library binding, audio-visual methods, college and university library buildings, subject divisional reading rooms, applied psychology for librarians, and college and university bylaws on the library.

Plans for the Los Angeles Conference in June look good. ACRL has been invited out to the University of Southern California campus on Tuesday, June 23rd, and will have a full day of activity there. Mr. Davidson, chairman of the College Libraries Section, is planning discussion groups on a wide variety of professional problems. The ACRL General Session and the University Libraries Section will be at USC. (For programs see Brief of the Board of Directors meetings.) I very much hope that much ACRL activity will take place on this day so that every member can count on being attracted by two different programs most of the time. Programs are, of course, the responsibility of the section chairmen. At last report Mr. Stieg, director of libraries at USC, was busy signing up restaurants for the day and making other comforting arrangements for the inner man. At least some ACRL activities will be held on other days, but mark Tuesday in red on your calendar.

The Brief of the Board of Directors minutes makes mention of institutes and discussion groups as conference devices which often offer more than the standard meeting with three papers or a panel of experts. The January *ALA Bulletin* had a very interesting article by Margaret E. Monroe on this subject. The College Section and the Pure and Applied Science Section have both had discussion group programs recently. In spite of considerable difficulty in finding suitable

space and time, these discussions have been popular and useful. At Midwinter your secretary was in the alarming position of substituting on short notice for Ralph Shaw as a discussion leader. Although I knew very little about the subject, people who came knew a great deal. They contributed their experience and ideas, and everyone learned quite a bit. I wish that ACRL would have more discussion groups at Los Angeles.

ACRL has done very well with its two buildings institutes. I cannot believe that what works so well for the building problem cannot be made to work well for at least a few other important problems. We can't be like the man who wouldn't join a church because in each one he found some imperfection. He finally found a perfect one, but, of course, it couldn't let him in, as he didn't meet the qualifications.

The ACRL Teacher Training Section has proposed a joint committee of the section and of the American Association of Colleges for Teacher Education to work on the AACTE schedule which concerns the visitation and evaluation of libraries as a part of the accrediting program. Dissatisfaction in the present schedule was widespread, and it was felt that the assistance of librarians would be useful in judging and rewriting the present library schedule.

This action is constructive, and I have hoped more of this could be done through the leadership of the Committee on Administrative Procedures (momentarily lacking a chairman).

At Midwinter we were busy selling *ACRL Monographs*. It was a pleasure also to have on display Jules Adeline—*Adeline's Art Dictionary*, a standard reference work which has just been brought back into print by J. W. Edwards of Ann Arbor (price \$6.60). This publication is important because it is the first fruit of the work of the ACRL-ARL joint committee on the reproduction of bibliographical and reference works. The publisher has taken this project on as a service to the profession, and I sincerely hope that a modest number of orders will encourage him to undertake other out-of-print titles which the committee is promoting.

* * *

This issue of *College and Research Libraries* is unique for the very considerable number of advertisements. Revenue from this source has been considerably above expectations and finances a larger issue than would otherwise be possible. A good word for *C&RL* helps a great deal whenever or wherever spoken, but particularly when orders are placed. It certainly would be appreciated if members would suggest *C&RL* as a good advertising medium to businesses which do not now use it.

All of these advertisements are placed here in the belief that the important services and products will contribute to the operations of many college libraries. Some of these advertisements represent unusual services or developments. For example, the free standing wooden stack which can be erected and dismantled by any stack boy without a single tool is a development of the past few years which is not sufficiently well known. Several of the steel stack manufacturers have new types of compact storage shelves, each one of which has advantages for certain uses and situations.

* * *

Publishers' Weekly for January 17 carried a story about a new self-service bookstore opened recently at Hamilton College. The stock is limited to good paperbound reprints. Sales for the first two days paid for the initial outlay, reported the librarian, Walter Pilkington. He expects to have the best of foreign as well as domestic reprints.

This news note is of special interest as it is just another ingenious method being used to encourage undergraduates to use, enjoy, and own good books. While the pleasant burden of stimulating the young mind depends on the individual contact of teacher and librarian with the student, many devices exist to smooth the way to a life with books. Exhibits, home library contests, semester or year long loans of pictures and groups of books, author talks and author readings, displays, special collections, book sales, and many, many other devices are useful in attracting people to pick up and dip into good books. All these means should be used as time and circumstance permit.

—Arthur T. Hamlin, Executive Secretary.

News from the Field

Acquisitions, Gifts, Collections

Haverford College has received a significant collection of rare books, mostly of the Renaissance periods, as a result of the bequest left by the late William Pyle Philips of New York. In recognition of the Philips collection and of the donor's other contributions to Haverford College, a special celebration was held on December 1. The collection is unique in certain respects. It is believed to be impossible for a private collector to duplicate Mr. Philips' achievement unless one private collection in Switzerland is put on sale. Also these rare books and first editions are unusually complete and in good condition. For the first time it will be possible for a qualified undergraduate at Haverford to use first folio editions of Shakespeare in his class work. By fitting celebration, Haverford College made manifest its grateful appreciation for the Philips collection of rare books. But more importantly, the celebration expressed William Pyle Philips' devotion to the humanities and his belief in their value to the world of affairs. Starting in an afternoon session at 3 o'clock and continuing through an evening meeting at 8:30 o'clock, the following spoke on the general theme of the continuing vitality and relevance for the world of affairs of the Renaissance writers: John Nash Douglas Bush, professor of English, Harvard University; Margaret Webster, actress and director; and Archibald MacLeish, Boylston professor of rhetoric and oratory, Harvard University, and formerly Librarian of Congress. A descriptive and commemorative volume was distributed to scholars and libraries at the time of the Celebration, containing a biographical sketch of Mr. Philips; an essay on *Books of the Renaissance* by Ralph M. Sargent, professor of English at Haverford; and a descriptive catalog of the collection by C. William Miller, associate professor of English, Temple University.

A collection of Theodore Roosevelt material, considered the finest in private hands, has been given to the Cornell University Library by Mr. and Mrs. W. J. Crawford, Jr. of Cleveland, Ohio. The 576 books and 20 cases of pamphlets and speeches by and about

Roosevelt cover the entire adult life of the man who has been called "our most literary president" and indicate his wide interests in history, wildlife and politics. Among the items is Roosevelt's first publication, *The Summer Birds of the Adirondacks in Franklin County, N.Y.*, a list published by Roosevelt and a Harvard classmate in the summer of 1877, following their freshman year. The youthful enterprise received high-level praise. Probably the rarest item in the collection is the *Bylaws of the Little Missouri River Stockmen's Association*. There are only two known copies of this pamphlet, which reflects Roosevelt's experience as a rancher in the Dakota territory. The collection also includes the first printing of Roosevelt's famous essay on *The Strenuous Life*.

A "treasure" room in the University of Minnesota Library has been built to house the James Ford Bell collection of rare books relating to events which led to the discovery of America and to the exploration and settlement of the Northwest. The trustees of the fabulous book collection have decided to make the university the depository of the collection believing that in time it will be transferred by deed to the university or to the benefit of some similar educational or public institution, according to Mr. Bell, founder of General Mills and a university regent. Under the terms of the trust, Mr. Bell explained, the University of Minnesota is to have preference provided it demonstrates continuing interest in and support of the collection during the interim period. Because of his close association with the university, of which he is a graduate, Mr. Bell is particularly desirous, he asserted, that his collection eventually go to the university.

The new room being installed in the university library is a gift from Mr. Bell. Its design will be that of the late Elizabethan period—in keeping with the era of discovery and exploration associated with the English race. Walls of the room, which will occupy the first floor area formerly housing the archives department, will be panelled in English oak delicately carved to resemble folded linen. One wall will consist of a window of stained glass bearing heraldic designs set in a deep bay spanned by three arches supported on

carved stone columns. Artificial light will be directed through the window to illuminate the room. A massive stone fireplace, vaulted ceiling and plank floor are all part of the room's Elizabethan design. Furnishings will be specially selected. The room and its storage vaults will be air-conditioned to preserve the rare books.

The Bell collection is built around one of the most romantic of all themes: the discovery and exploration of the North American continent beginning with the search for a "road to Cathay." This search is reported in a 1477 edition of *Marco Polo's Travels*, a book of such rarity that only one other copy is known to be in the United States. The first Latin edition of the letter written by Columbus on the return from his first voyage and the first dated edition of the letter describing Vespucci's third voyage are two other examples of early Americana acquired by Mr. Bell.

Presenting an outstanding record of the early history of travel and exploration in eastern and central Canada, the Red River and Upper Mississippi valleys and the Great Lakes region and expeditions in search of a Northwest Passage to the Pacific Ocean by way of Hudson Bay, the collection contains accounts of the daring voyages of Jacques Cartier, Francis Drake, Samuel de Champlain, La Salle, Father Hennepin, Jonathan Carver, Henry Schoolcraft and others. Of great rarity and significance is the collection's almost complete set of the so-called *Jesuit Relations*.

Sol. H. Esarey, retired attorney of Indianapolis, has presented his private library of several thousand volumes to Evansville College. One thousand volumes have already arrived at the college. Mr. Esarey is a brother of the late Logan Esarey, Indiana historian. His private collection of books reflects his interest in law and international affairs as well as in his two major avocations, farming and teaching Sunday school, with titles on American and European history, political science, religion and philosophy, literature and botany making up the bulk of his library.

An outstanding collection of books and periodicals illustrated by George and Robert Cruikshank has been presented to the University of Oregon Library by C. Ward Ingham of Eugene. Cruikshank illustrations are gen-

erally associated with the writings of Charles Dickens and William Harrison Ainsworth, and the collection contains the 1846 edition of *Oliver Twist* by Dickens and *Ainsworth's Magazine* for 1842, both illustrated by George Cruikshank. The brothers often collaborated in single volumes, the most famous of which is probably Pierce Egan's *Life in London* published in 1821. The first issue of the first edition of this volume is in the collection, with its illustrations in perfect condition. Perhaps the finest single item in the entire collection is a set of *The English Spy* in original uncut parts.

Mayor Elmer E. Robinson of San Francisco has presented Stanford University with a rare copy of the Japanese Peace Treaty negotiated at the Golden Gate city in September 1951. Also included in Mayor Robinson's gift is an autographed portrait of Abraham Lincoln made by the famous Civil War photographer, Mathew B. Brady, and 300 volumes of historical and biographical works. Stanford President Wallace Sterling and Dr. Nathan van Patten, professor emeritus of bibliography, accepted the gifts for the university. The treaty is one of a very few certified copies with its protocol, two declarations, and exact facsimiles of the delegates' signatures, which were made for the signatory powers.

Mayor Robinson, who is honorary curator of Americana for the Stanford Libraries, established the collection which bears his name in 1940. It already contains many rare books important to research in American history. Among them is a collection of colonial and early American newspapers believed to be the finest in the West.

A valuable collection of early classics in international law and diplomacy has been given to the Williams College Library by Dr. Philip Marshall Brown, an 1898 graduate of Williams College. Some of the 40 books date from the early 17th century. The volumes represent the first aspirations of western mankind for the rule of law among nations and are among the first efforts (after Machiavelli) to analyze the nature of power politics in the modern state system. There is a second edition (1631) of *De Jure Belli ac Pacis* by Hugo Grotius, the "father of international law," and successive later editions of the monumental treatise on the law of nations. The second edition was in the personal li-

brary of Cardinal Mazarin.

The John Randolph Haynes and Dora Haynes Foundation Library has been given to the University of California at Los Angeles. The decision to give the library to UCLA was made when the trustees of the Haynes Foundation were notified that the present foundation headquarters was to be condemned to make way for the new Harbor Freeway. The library will be housed in the Bureau of Governmental Research, where its extensive collections in the subjects of regional and local planning, California water problems, population statistics, municipal administration, and southern California regional economics will, as in the past, be available to students of California government.

Dr. John Randolph Haynes, a former regent of the University of California, and one of the principal founders of the Haynes Foundation, was a Los Angeles physician, active for many years in local government. His papers and collections form the nucleus of the foundation library, making an especially fruitful source for study of California state and local elections, the acquisitions of Owens Valley and Colorado River water for the southern California area, and the movement for direct legislation, both in California and the United States.

Another important part of the library consists of the papers, correspondence, and documents collected by Franklin Hichborn during fifty years as a journalist and one-time legislative reporter at Sacramento. Besides California legislative history since about 1895, there is much material, including many rare documents, on the San Francisco Graft Prosecutions, including transcripts of Grand Jury testimony.

The Bancroft Library of the University of California, which has the principal collection of the Frank Norris materials, is attempting to reassemble the manuscript of McTeague, one leaf of which was placed in each set of the Argonaut Manuscript Edition of the collected works of Frank Norris, (10 volumes, Doubleday, Doran, 1928). Through the co-operation of some fifty contributors the Bancroft Library has now reassembled approximately twenty per cent of this manuscript, either in original or photocopy, and hopes to be able to reconstitute the whole manuscript. As no other manuscript of a major Norris

work is known to exist and as the McTeague manuscript has already thrown new light on Norris's writing methods, the project has real scholarly significance. Readers of *College and Research Libraries* who know of the whereabouts of sets of the Argonaut Norris are asked to communicate with Robert E. Burke, Bancroft Library, University of California, Berkeley 4, California.

The nucleus of the new Fine Arts Reading Room opened this fall at the Chicago Undergraduate Division of the University of Illinois Library was a valuable gift of 2000 volumes from the rich architectural library maintained for many years up until 1946 by the Chicago firm of Holabird and Root. The total holdings of this new divisional reading room now number 6000 volumes, 8000 stereopticon slides, and 40 current periodicals.

Trinity College on November 8 dedicated a new library which in less than three months grew from an ordinary undergraduate collection to one of the largest and most significant college libraries in the nation.

This change, probably unique in American college history, was effected by merging the 129-year-old collections of the college with the fabulously valuable but little known Watkinson Library of Hartford in a new building today housing more than 355,000 books and well over 100,000 documents and pamphlets. The new building is functionally designed with provisions for future changes as the library grows to a full capacity of 625,000 volumes on five levels.

Formal dedication of the Honnold Library for the Associated Claremont Colleges was made in October. The \$1,250,000 building was the gift of Mrs. William L. Honnold and the late Mr. Honnold. Dr. James A. Blaisdell, president emeritus of Claremont College and originator of the Associated Colleges plan, and Dr. David W. Davies, librarian for the Associated Colleges spoke at the ceremonies. In connection with the dedication ceremonies, a joint convocation of the Associated Colleges was held at which Willis H. Kerr, librarian emeritus of Claremont College, received an honorary doctor of letters degree and Dr. Louis B. Wright, director of the Folger Shakespeare Library, Washington, D.C., spoke on "Libraries and

Buildings

the Advancement of Learning."

Plans for reviving the library building project at Sterling College, Sterling, Kansas, were made at the annual fall meeting of the Board of Trustees. The new building will cost about \$155,000. Of that amount over \$76,000 was raised in a campaign in 1945. The structure will be built of steel beam fire resistant construction.

Miscellaneous

A regular program of library exhibits is being developed at the University of Kansas. Several exhibit cases have been resurrected and put into service and more have been purchased or made. Some of the exhibits will come from the library's collections, others will be rented or borrowed. The plan calls for special exhibits, whenever possible, that relate to particular programs on the campus. The development of the program is under the direction of Miss Helen Ladd who had considerable museum experience before she joined the reference staff at Kansas University.

For the fourth consecutive year the Library Committee of Washburn University, Topeka, Kansas, is sponsoring a series of faculty lectures. Four lectures are given each year. Members of the faculty appreciate this opportunity to share their scholarly interests. For the current year, two lectures will be given by professors who have studied abroad during the past year.

Two new chapters of Alpha Beta Alpha, the national undergraduate Library Science Fraternity have recently been installed—Delta, at the University of Alabama, on January 10; and Epsilon, at Murray State College, Ky., on January 17; the sponsors of the two chapters are Mrs. Pauline Foster and Miss Rezina Senter. Preparations are now under way for the establishment of three additional chapters during the spring. This professional fraternity was established on May 3, 1950, at Northwestern State College of Louisiana; and recruiting is its major goal. Eugene P. Watson, librarian at NSCL, is its executive secretary.

The Midwest Inter-Library Center in Chicago has released its third annual report, covering the first year of actual operations in its new three-million-volume-capacity library building. During this first year the

center transferred from its fifteen member libraries 300,000 volumes of books and periodicals and 12,693 volumes of newspapers. These storage deposits, together with infrequently-used research materials received from other sources, add up to more than a third of a million volumes acquired during the first twelve months of operations. The center-operated truck travelled 21,700 miles during the year, made 83 trips to member libraries, and transported 5,159 boxes of books and periodicals. The heaviest deposits were in four classes: state documents, 5,855 lineal feet; college catalogs, 5,090 feet; dissertations, 3,900 feet; and textbooks, 2,900 feet.

When the reference collection of the Rider College Library required relocation to larger quarters recently, members of Alpha Gamma Upsilon Fraternity there volunteered to do the job. Seven members of the fraternity devoted two precious nights of their examination week to moving and rearranging over 20,000 volumes in three rooms and in the stacks. This task was accomplished with no interruption in service and with a minimum of confusion. Librarian, Theodore Epstein, stated, "This is merely one of many constructive acts of assistance to the library performed by fraternities and sororities at Rider College."

The Christopher A. Buckley Library Collection of more than 2,500 books on naval subjects was relocated in its new quarters on December 18, 1952, in simple ceremonies at which Christopher A. Buckley, Jr. and officials of the U.S. Naval Postgraduate School, Monterey, Calif., were present. The library represents all periods of naval history from the late 16th century through World War II. Some of the volumes are rare and valuable. All of them are considered to be of great interest to the professional naval officer. George R. Luckett is librarian of the school.

The Royal Photographic Society of Great Britain celebrates its Centenary in 1953 and will hold an International Conference on the Science and Applications of Photography in London, September 19-25, 1953.

The conference will cover many aspects of the science, technique and applications of photography and will be divided into sections dealing with: I. Photographic Science; II. Cinematography and Colour Photography; III. Technique and Applications of Photog-

raphy; IV. Photomechanical Processes; V. History, Literature (including abstracting and documentation) and Training in Photography. All persons taking an interest in photography or its applications are cordially invited to attend the conference. Further details will be sent on application to the Hon. Secretary, R.P.S. Centenary Conference, 16 Princes Gate, London, S.W.7.

"Management Research in Library Administration," a three-week workshop adapting modern management principles to library operation, will be offered July 6-24 by the School of Library Science at Western Reserve University, Cleveland.

Leader of the intensive program for library administrators will be Dr. Ralph Robert Shaw, librarian of the U. S. Department of Agriculture.

Publications

Two important titles issued by the Columbia University Press are of special interest to college and university librarians. John D. Millett's *Financing Higher Education in the United States* (1952, 503 p., \$5.00) is a comprehensive analysis of the administrative and financial conditions and needs of higher education today. The volume is the Staff Report of the Commission on Financing High Education and was three years in the making. Dr. Millett was executive director of the commission. The book has five parts: The Objectives of Higher Education, Sources of Income, Possibilities for Future Planning, and The Task Ahead. Libraries are discussed on pages 124-26. As of 1950, the total cost of library activities was \$52,706,978, as compared to \$9,391,367 in 1930, and \$18,314,122 in 1940. The Report states: "Again and again at the institutions we visited we have found dissatisfaction with and confusion about the library services of higher education." Consideration is given to the size of the college library collection, and note is taken of the development of such experiments as the Lamont Library. Attention is also given to efforts at cooperation in reducing the costs of operating libraries, and mention is made of the New England Deposit Library and the Midwest Inter-Library Center. The second volume, *Nature and Needs of Higher Education* (1952, 191 p., \$2.50), is a series of conclusions of the commission as a group. This volume dis-

cusses the nature of higher education, diversity as the key to freedom, the economic problems of higher education, and the sources of support. The college and university are accepted as essential parts of the American way of life. They both need the continued and extended support of all agencies which have helped them in the past.

The University of Illinois Library, Chicago Undergraduate Division, David K. Maxfield, librarian, has issued in its Information Circular, No. 130, November 19, 1952, "Reading and Study Skills," a series of questions which students might ask themselves about their reading habits, as well as a selected list of books to aid them in reading and study.

Selections from Bayle's Dictionary, edited by E. A. Beller and M. du P. Lee, has been issued by the Princeton University Press (1952, 312 p. \$6.00). In addition to the selections from Bayle's *Historical and Critical Dictionary*, first published in French in 1697, the editors' introduction gives an account of Bayle's life, a discussion of his writings, and an estimate of his importance. Another recent Princeton imprint is George Adams Boyd's *Elias Boudinot, Patriot and Statesman, 1740-1821* (1952, 321 p. \$5.00). Mr. Boyd consulted many printed and manuscript sources in writing this biography of an important figure in Revolutionary and early Republican history.

The Yale University Library *Gazette*, October, 1952, contains articles on the Henry L. Stimson Collection, by J. B. Riggs, and the Coe Ornithological Collection, by S. D. Ripley.

The Francis Harvey Green Library, State Teachers College, West Chester, Pa., has issued two publications dealing with "The William Pyle Philips Legacy." One deals with *The Shakespeare Folios*, prepared by Dorothy Ramsey, and the other with *A Review and Summary of the Biographies of the Signers to the Declaration of Independence by John Sanderson*, prepared by Charles W. Heathcote.

Select List of Standard British Scientific and Technical Books, edited by E. R. McCollin and compiled at the request of the British Council has been issued by Aslib, 4 Palace Gate, London, W.8, in its 4th edition (1952, 72p., 6s to members, 7s.6d. to non-members).

Volume 6, covering the period May 1781

to March 1784, of *The Papers of Thomas Jefferson*, edited by Julian Boyd, has been issued by the Princeton University Press (1952, 668p., \$10.00). The volume includes material relating to the end of Jefferson's term as governor, the period of his personal depression of 1781-1782, and his great legislative work in the Continental Congress of 1783-1784. Among the many interesting and important documents in this volume are his correspondence with George Rogers Clark, John Sullivan, Isaac Zane, Archibald Cary and others about Indians, white Negroes, moose, fossil bones, and other subjects later incorporated into his famous *Notes on Virginia*.

The Library of Congress has issued Departmental and Divisional Manual No. 20, *Order Division* (1952, 63p., 45¢, order from Card Division). Vol. 1, No. 1, of the *List of Titles of Motion Pictures and Filmstrips for Which Library of Congress Cards Are Available* has also been issued by the Card Division of LC.

Robert T. Oliver is author of *Verdict in Korea* (Bald Eagle Press, State College, Pa., 1952, 207p., \$4.00).

College and University Business Administration, vol. 1, compiled by The National Committee on the Preparation of a Manual on College and University Business Administration, has been published by the American Council on Education (Washington, 1952, 217p., \$4.50). The library is treated at various points.

The Mid-European Studies Center (110 W. 57th St., New York City) has issued "Selected Works on Polish Agrarian History and Agriculture: A Bibliographical Survey," by Matthew M. Fryde (1952, 87p. 50¢).

The Office of Administrative Services, U.S. Department of Commerce, has issued *United States Department of Commerce Publications*, compiled under the direction of Wanda Mae Johnson, librarian (Government Printing Office, 1952, 795p., \$2.75). This selected list (with subject index) is a valuable guide for librarians.

This Was Publishing: A Chronicle of the Book Trade in the Gilded Age, by Donald Sheehan, has been published by the Indiana University Press (Bloomington, 1952, 288p., \$3.75). Mr. Sheehan, in preparing this volume, had access to the files of Scribner, Holt, Harper, Dodd, Mead, and other houses.

Among the topics treated in this interesting book are the philosophy and business of publishing, antagonisms and friendships, contracts between authors and publishers, private publishing and public speech, creativeness of publishing, machinery of wholesale distribution, the assault on the consumer, and problems of competition and self-regulation.

Lester K. Born has compiled *Unpublished Bibliographical Tools in Certain Archives and Libraries of Europe: A Partial List* (Library of Congress, Processing Department, 1952, 25p., 25¢, order from Card Division).

The University of Oklahoma Library, Norman, Okla., has resumed its series of lists of new books and has also issued a "List of Periodicals and Newspapers Received Regularly."

Donald E. Dickason has prepared *An Outline of Nonacademic Personnel in Higher Education* (1952, 35p., \$2.00). Copies available from the author, 809 S. Wright, Champaign, Ill.

The Bibliographical Society of the University of Virginia has issued two parts of *English Prose Fiction*. The first part covers 1600-1640 and the second, 1641-1660. A third part will deal with the period, 1661-1700. Prepared by Charles C. Mish, the parts are \$1.00 each. Carrol H. Quenzel's *Samuel Snowden, A Founding Father of Printing in Alexandria* (1952, 29p., \$1.00) and Howard S. Mott's *Collecting Southern Amateur Fiction of the Nineteenth Century* (1952, 14p., 50¢) were also issued by the society.

A Guide to Audio-Visual Materials in Industrial and Labor Relations has been compiled by J. J. Jehring (New York State School of Industrial and Labor Relations, Cornell University, 1952, 56p., 25¢).

Stechert-Hafner *Book News* for October, 1952, contains a lead article, "Eighty Years of Stechert Service," prepared by the editor of the *Book News*. In addition to a description of the historical development, there is also included a statement of the present organization of the company.

Pierre Bourgeois, director of the Swiss National Library, is the author of "The Swiss National Library," in the Stechert-Hafner *Book News*, November, 1952.

The University of Idaho Library has published an interesting report on the survey of its holdings completed during the first six months of 1952 by a team of library staff

members aided by student assistants (its *Bookmark*, v.5, No. 1, September 1952). The survey was intended to assess the strength or weakness of the collections in certain broad areas representing the curricular patterns of the university's instructional program.

The 1951 *Yearbook of the United Nations* has been published by the Columbia University Press in cooperation with the United Nations (1952, 1030p., \$12.50). This volume, which deals with the organizational questions, functions, and structure of each of the major organs of the United Nations continues the high level of the previous yearbooks. It is one of the most useful reference guides on international relations available.

F I D E S, centre d'éditions et de bibliographie (25 St. James St. E., Montreal 1, Que., Canada) has a Card Catalog Service for new French Canadian publications and for a selection of books published in France and Belgium.

Rezia Gaunt is the author of "A Survey of the Cataloging and Order Department of the Racine Public Library" (Racine, Wis., 1952, 15p., \$2.00.)

Two important publications of the University of Florida Press are *The Caribbean: Peoples, Problems, and Prospects*, edited by A. Curtis Wilgus (1952, 240p., \$4.50), and the *Handbook of Latin American Studies: 1949* (No. 15), prepared by The Hispanic Foundation of the Library of Congress, edited by Francisco Aguilar (1952, 289p., \$7.00). The Wilgus volume contains scholarly appraisals on contemporary Caribbean problems: Health, Land, Trade, Culture and Diplomacy. The *Handbook*, well known to librarians as an excellent bibliography, is a welcome addition to the reference shelf.

Periodica Medica, Abbreviated Titles of Medical Periodicals, by Walter Artelt, Edith Heischkel, and Carl Wehmer has been issued in a 4th, revised and enlarged edition by Georg Thieme Verlag, Stuttgart.

Rutgers University Press published on February 12 *The Collected Works of Abraham Lincoln* (9 vols., \$115.00). The editor of this monumental project, which cost more than \$100,000 in preparation, is Roy P. Basler, Lincoln authority and chief of the Reference Division of the Library of Congress. The assistant editors are Marion D. Pratt and Lloyd A. Dunlap, and the editorial

board consisted of Benjamin P. Thomas, Paul M. Angle, and J. G. Randall. The editors were aided by Lincoln scholars and collectors throughout the world. Much new material, including revealing letters, memoranda, orders, and even some unknown speeches were found. All libraries interested in American history will want to add this excellently printed valuable set to their collections. Volume 9 is a detailed index, and will be ready in May.

Studies in Bibliography, Papers of the Bibliographical Society of the University of Virginia, vol. 5, 1952-1953, edited by Fredson Bowers (Charlottesville, 1952, 230p., \$6.00. \$4.50 to members) includes articles on literary executorship, Emily Dickinson, Wynkyn de Worde, Shakespeare, Milton, *The Spectator*, 18th century type, Samuel Johnson, Booth Tarkington, Machlania, 17th century plagiarism, Dryden, D'Urfey, Fielding, *Case of the Planters of Tobacco in Virginia*, Baskerville & Whatman, Goldsmith, Gibbon, Southey, Jefferson, Walt Whitman, and binding stamps. While many of the studies included in this volume should be of interest to librarians, Norman H. Pearson's "Problems of Literary Executorship" is especially pertinent. Librarians who are concerned with the papers and literary remains of authors will find Professor Pearson's comments enlightening.

The Catholic Booklist, 1953, edited for The Catholic Library Association by Sister Stella Maris, is now available (Saint Catherine Junior College, St. Catherine, Ky., 75¢).

Poland: History and Historians, three bibliographical essays by Bernard Ziffer, has been issued by Mid-European Studies Center (New York, 1952, 107p., \$1.50).

Johnson Reprint Corporation now has available reprinted volumes of *Annual Review of Biochemistry*, Volumes 1-5 (1932-1936), Volumes 8-11 (1939-1942), Volumes 14-15 (1945-1946). These volumes, which had been out of print, were reproduced with the permission of the original publishers and are available in cloth bound edition in a format measuring 5½" x 8½". Librarians, teachers, and researchers are thus afforded the opportunity to complete their sets of this well-known series which reports the principal advances in the entire field throughout the period under review. The reprinted volumes are priced at \$11.00 each and may be or-

dered from technical bookdealers or directly from Johnson Reprint Corporation, 125 East 23 Street, New York 10, New York.

On December 4, 1952 the Stanford University Library staff held a reception in honor of Dr. and Mrs. Nathan van Patten. Dr. van Patten has served as director of libraries and professor of bibliography at Stanford, and after his retirement last September he was appointed curator of the Memorial Library of Music at Stanford. A Festschrift containing articles by some thirty contributors and bound in full morocco was

presented to him at the reception. Contributions include papers from Luther Evans, Verner Clapp, and James B. Childs of the Library of Congress; Lawrence C. Powell of the University of California at Los Angeles; Edwin T. Coman of the University of California at Riverside; Lorne Pierce of Queen's University; Lawrence S. Thompson of the University of Kentucky; and many other friends of Dr. van Patten. Miss Jeannette Hitchcock of Stanford compiled an exhaustive bibliography of Dr. van Patten's extensive writings.

Friends of the Austrian National Library

The Gesellschaft der Freunde der Oesterreichischen Nationalbibliothek, founded shortly after World War I and suspended in 1938, has been reorganized under the direction of Dr. Josef Stummvoll, director general of the library. The purpose of the society is to strengthen the library's collections and services by making funds available for the purchase of books that cannot be bought from the meagre appropriation that the Austrian state is able to grant at present.

The membership already includes a representative cross-section of Austrian cultural, scientific, political, and economic life, and the honorary presidency of the society has been accepted by the President of the Republic, Theodor Körner. The enthusiastic support of the society is symbolic of the fact that Austrians consider the great Oesterreichische Nationalbibliothek as much of a symbol of their national life as the Danube or St. Stephen's.

All friends who wish to acknowledge the services of the Oesterreichische Nationalbibliothek to the world of scholarship are invited to join, irrespective of nationality or residence. For individuals the annual contribution is \$2.00 (U. S. cy.), for institutions \$6.00. Annual sustaining memberships are available for \$10.00, and founders make one payment of \$200.00. Of course, additional gifts will be welcome at all times. Payment may be made to the Postsparkasse Wien, Scheckkonto No. 30,450, directly to the director general of the Oesterreichischen Nationalbibliothek, or by check to Lawrence S. Thompson, University of Kentucky Library, Lexington, who will forward all checks to Austria.

Members of the society will receive regularly the new quarterly periodical *Biblos, Oesterreichische Zeitschrift für Buch- und Bibliothekswesen, Dokumentation und Bibliographie*. The two issues that have appeared thus far contain important articles on scholarly activities in the library and on the work of Austrian and German libraries. There are also plans to issue special publications for bibliophiles. In addition, all members may purchase the library's publications at a reduced price.—Lawrence S. Thompson, University of Kentucky Library.

Appeal

The ALA Nominating Committee solicits proposals from ACRL members for 1954 ALA officers and members of the Executive Board and Council. Please send your suggestions to reach one of the following committee members by May 15. Dorothy Ethlyn Cole, Walter H. Kaiser, Esther J. Piercy, Maryan E. Reynolds, Ralph T. Esterquest, chairman.

Personnel

WILLIAM S. DIX took over one of the most important assignments in our profession when, on February 1, he succeeded Julian P. Boyd



William S. Dix

as head librarian at Princeton. (As has been previously announced, Dr. Boyd has given up the librarianship in order to devote more of his time to editing *The Papers of Thomas Jefferson*.) For the past five years Bill Dix has been making an impressive record for himself as librarian of Rice Institute. His transfer to a position out of the state will leave vacant a post to which he was elected last year: first vice-president and president-elect of the Texas Library Association. Until recently he was chairman of the ALA Committee on Intellectual Freedom, a committee which received national prominence at the special pre-convention conference in New York City last summer.

A native Virginian, Dix holds bachelor and master degrees from his state university. His doctorate was secured from the University of Chicago where he chose for the subject of his dissertation, "The Theatre in Cleveland, Ohio, 1854-1875"—a subject which reflects the fact that he has interests other than library administration. Whether, in conversation with him, the topic turns to art, music, literature, education, engineering, politics, philosophy, social issues, science, or sports, his friends discover a lively curiosity, a flexible but independent mind, and a modest willingness to carry his share of the discussion.

Prior to coming to Rice Institute, Dix was assistant personnel director of the Radio Research Laboratory, and instructor in English, at Harvard ('44-46). He had previously taught English at Williams College ('42-44) and at Western Reserve University ('40-42). While in Cleveland he also directed the Committee on Private Research, an adult education experiment financed by the Carnegie Corporation.

An active member of the AAUP, ALA,

and the Texas Library Association, Bill Dix has been not only a regional but a national leader among those whose lives (to use the words from one of his own articles) are dedicated to "... working with books to make man free."

For the benefit of our colleagues who have not yet met this fellow, let us add a quick way of recognizing him: if you see a nice looking, slender man with a friendly twinkle in his eye, and if you get a strong whiff of Edgeworth tobacco, that's Bill. He is as inseparable from that pipe as he is from his books.—Howard F. McGaw.

RUTH C. RINGO has been serving as associate director of libraries at the University of Tennessee since July, 1952. She had been chief of the Order and Processing Division since 1947, having been appointed full professor 1950/51.



Ruth C. Ringo

A graduate of Tennessee College, her library degree was earned at the University of Illinois.

She was a cataloger at the Cincinnati Public Library and at the University of Tennessee from 1934 to 1938. From 1938 to 1940, she did cataloging in the Department of Justice Library, and was brought back to the University of Tennessee by Mary E. Baker, then librarian, in 1940, as head of the Order Department.

This position she held until 1947, when she became chief of the Order and Processing Division. However, in 1944 the Order Department was expanded into an Acquisitions Department, and it was during this period that Miss Ringo first began to assume wider responsibility for the development of the University of Tennessee collections to meet the tremendous growth in the graduate and research programs which all similar institutions felt, but which were made doubly urgent here because of the University of Tennessee contracts with the Oak Ridge Institute of Nuclear Studies to give the graduate work

offered to its highly specialized personnel. In the case of mathematics, for example, this practically amounted to developing a research collection of a high order from an undergraduate teaching collection core.

As chief of the Order and Processing Division, Miss Ringo, the victim of a split personality professionally, relentlessly insisted on organizing, systematizing, and routinizing all divisional procedures; at the same time, however, she was impatient with recurring procedures being handled by professional librarians. This attitude was adopted by department heads and others to an extent amounting to policy proportions which finally placed the University of Tennessee with the lowest percentage of professional staff to total staff of any major university in the country.

Among other things, Miss Ringo became impatient with the professional time wasted locally classifying books according to a decimal system which was once Dewey. In 1948, one year after her talents began to be exploited on the broader bases of the Order and Processing Division, the university was able to attract Dale M. Bentz, who, as head of the Processing Department, worked with Miss Ringo to effect a reclassification by the LC schedules.

With the resignation of Archie L. McNeal, Readers' Division chief, in January 1952 to become director of libraries, University of Miami, it seemed desirable to survey U-T needs before replacing him. Careful scrutiny seemed to indicate that the period of organization had been passed in

both divisions. In Readers', for example, new branch (not departmental) libraries had been developed by Mr. McNeal to ease an overly centralized system. Tennessee's patterns of acquisition, processing, and service, good or bad, seemed to be fairly well established. As associate director, Miss Ringo will attempt to maintain, re-examine, and try to improve these patterns.—*William H. Jesse.*

HOWARD W. WINGER has been appointed assistant professor and dean of students in the Graduate Library School, University of Chicago. Dr. Winger, who holds degrees from Manchester College (Indiana), George Peabody College for Teachers, and the University of Illinois, had been assistant professor in library science at the University of Wisconsin. He has also



Howard W. Winger

taught in the library schools at the universities of Texas and Illinois, and served on the library staff in the latter institution as circulation assistant and book stacks librarian. He is the present editor of the *Association of American Library Schools Newsletter*, and the author of *Public Library Holdings of Biased Books about Russia* and *Regulations Relating to the Book Trade in London, 1357-1587*.

Appointments

Mrs. Eleanor B. Allen, formerly associate librarian of the Lippincott Library of the University of Pennsylvania, has been appointed librarian of the Lippincott Library.

Kenneth S. Allen has been appointed science librarian at the University of Washington Library, Seattle.

Frank W. Badger has been appointed head librarian of Morris Harvey College, Charleston, West Virginia.

Charles H. Brown, librarian emeritus of Iowa State College, served as consultant in bibliography to the University of Florida Libraries for a two month period which began February 1, 1953. In addition to his work as a consultant, Mr. Brown worked on a revision

of his list of the most frequently cited scientific periodicals in the fields of mathematics, physics, chemistry, botany and physiology.

Raymond B. Clark, Jr., formerly of the staffs of Yale and the University of Virginia Libraries, has been appointed to the staff of the Hall of Records, Annapolis, Maryland.

Flora L. Deibert has been appointed head of the reference department of the University of Pennsylvania Library.

Dorothy Dodd, acting librarian of the Florida State Library since the death of W. T. Cash in 1951, has been appointed Florida State librarian and secretary of the Florida State Library Board.

Mary E. Feeney has been appointed librarian at University Hospital Library, University of Pennsylvania.

Thomas J. Gibson III has been appointed librarian of the Texas State Library and Historical Commission, Austin.

Martha Hackman has been appointed head of public services, Occidental College Library, Los Angeles, California.

Marian Harman is catalog librarian at the University of Illinois Library.

Laona Kay Harris has been appointed chief revisor and catalog librarian of the Temple University Library.

Mrs. Eleanor M. Howard is the librarian of the Humanities Graduate Library of the Ohio State University.

Margaret S. Irby has been appointed librarian at the New Mexico Military Institute, Roswell, New Mexico.

William V. Jackson is librarian of the University of Illinois Undergraduate Library.

Anne F. Jones has been appointed librarian of Robert College in Istanbul-Bebek.

Harold D. Jones, formerly librarian of Fairmont State College, has been appointed head of the circulation department of the Brooklyn College Library.

Miriam Jones is reference assistant, Duke University Library.

John P. McDonald has been appointed head, reserve book department at the University of Pennsylvania Library.

Sidney E. Matthews, Jr., is the new head of the serial division of the Ohio State University Libraries.

Blanche Moen is now head of the reference department, University of Minnesota libraries.

Mildred Moore was appointed engineering librarian of the University of Kentucky in September 1952.

Edward C. Newman, formerly head cataloger of the Yakima Valley Regional Library, has been appointed supervisor of technical processes at the Temple University Library.

Paul Parham has been appointed librarian at Panhandle A. and M. College, Goodwell, Oklahoma.

T. E. Ratcliffe, Jr., former undergraduate librarian at the University of Illinois Library, became reference librarian on September 1 upon the retirement of Alice S. Johnson. Mr. Ratcliffe was graduated.

George P. Rawley has been appointed librarian of Southwestern University, Georgetown, Texas.

Sarah R. Reed is assistant professor, School of Library Science, University of North Carolina.

Russell Shank, personnel officer of the Milwaukee Public Library, is now librarian of the Engineering and Physical Science Libraries, Columbia University.

Elizabeth Sheppard has been appointed librarian of Brevard College at Brevard, North Carolina.

John F. Spellman has been appointed associate director of libraries of Kansas State College.

Marjorie Ann Stuff has been appointed head librarian at Nebraska Wesleyan University Library.

J. Ronald Todd has been appointed chief reference librarian of the University of Washington.

Helen M. Welch, acting acquisition librarian at the University of Illinois Library in the absence of George B. Brown on military leave, was appointed acquisition librarian upon his resignation September 1, 1952.

Retirements

Marguerite D. Renshaw retired recently. She was senior reference librarian at Howard-Tilton Memorial Library, Tulane University.

Christopher Urdahl Faye, Bibliographic Consultant and Cataloger at the University of Illinois Library retired on September 1 after 26 years of service. A native of South Africa, Mr. Faye received degrees from Luther College, Decorah, Iowa, the Univer-

sity of Minnesota, and the University of Illinois Library School. He began his service to the library as an order assistant, and in 1927 joined the Catalog Department as a linguist and specialist in the cataloging of rare books and manuscripts.

Among Mr. Faye's publications have been *Fifteenth Century Printed Books at the University of Illinois*, issued by the University

Press in 1949, and the forthcoming First Supplement to the *De Ricci-Wilson Census of Medieval and Renaissance Manuscripts in the United States and Canada*, to be published by the Medieval Academy of America.

Alice S. Johnson, for forty-three years a member of the University of Illinois Library staff, retired on September 1 from her position as reference librarian and assistant professor of library science.

Miss Johnson received her B.L.S. and A.B. degrees from the University of Illinois and

for two years was a cataloger at the University of Minnesota Library. She returned to the University of Illinois in 1909 as a cataloger reference assistant, was a member of the Catalog Department for one year and joined the Reference Department as a reference assistant in 1909. In 1920 she became reference librarian and lecturer in Library School. She is one of the three authors of *Guide to the Use of Libraries*, a text book for teaching Undergraduates the use of the library, which was published in five editions.

Necrology

Ida F. Tod, Education, Philosophy and Psychology librarian, emerita, at the University of Illinois, died in Urbana, Illinois, December 28, 1952. Miss Tod received her library training at the University of Illinois Library School and her B.S. in Education at the University of Illinois in 1923. She joined the University of Illinois Library staff as a cataloger in 1922; in 1923 she was placed in

charge of the Education, Philosophy and Psychology Library and served as its Librarian until her retirement in 1942.

Robert Stillman Fletcher, Otis Librarian Emeritus at Amherst College, died January 2, at the age of 78. He was librarian at Amherst from 1911 until his retirement in 1939, succeeding his father, William Isaac Fletcher, to the post.

Foreign Libraries

Sir Frederic George Kenyon, director and principal librarian of the British Museum from 1909 to 1930, died on August 23, 1952.

Oscar Wieselgren retired as librarian of the Kungliga Biblioteket, Stockholm, on October

13, 1952.

Uno Willers, director of archives in the Swedish Foreign Office, since 1950, has been appointed director of the Kungliga Biblioteket, Stockholm.

Corrections

The College and University Library Statistics (Group III) in the January 1953 issue include data for "St. John (Cleveland)." The data are actually for St. John's University Library at Collegeville, Minn.

Robert M. Lightfoot, Jr., is librarian, Air War College, and not assistant librarian, Air University Library, as stated in the January, 1953, issue.

In the announcement of Palle Birkelund's appointment as Denmark's *Rigsbibliotekar* (January, 1953), it was erroneously stated that in this capacity he is the "administrative head of the Danish library system." As *Rigsbibliotekar* (State Librarian), Palle Birkelund is chief librarian of the Royal Library as well as coordinator of this library and the University Library, both in Copenhagen. The state supported public libraries, however, are under the supervision of the State Library Inspectorate, headed by Library Director Robert L. Hansen.

Review Articles

Syntopicon to Great Books*

Great Books of the Western World; Encyclopedia Britannica, Inc. in collaboration with the University of Chicago, Robert M. Hutchins, editor-in-chief, vols. 2-3. *The Great Ideas: Syntopicon*.

Tracing of It may be said that no
Important Ideas Great Books enthusiast can make an unbiased appraisal of the 54 volumes set of *Great Books of the Western World*. Perhaps this is true. Should we here apply the method used in Great Books discussions, we would differ, we would argue, be obliged to defend our opinions, and emerge bowing to no authority and finding no ready-made solutions. In the usual manner we might ask:

What is this set? Is it a reference work? Does it give information? Why a set of books? What is its purpose? Does it accomplish its purpose? How can a few people decide what is to be included? Does this canonize certain books? Is it true that it "argues no case, presents no point of view?" Is the theory of the Great Conversation itself a point of view? How can a list with only one twentieth-century writer be meaningful? What good are ideas? Are the 102 *Great Ideas* important? What do you think of an index such as the *Syntopicon* which begins with the topic, *Angel*? Why should there be an introductory essay on each of the *Great Ideas*? Is this a violation of the principle that the great books should speak for themselves? Is using the set a joy or a chore? Since a discussion of these and many other questions by means of the Socratic method would consume more time than is at our disposal, a quick examination of the more important questions must suffice.

The Great Books participant would immediately ask why certain writers included on the Great Books lists should be omitted. Among these are Cicero, Lucian, Sextus Empiricus, Boethius, St. Anselm, Thomas à

Kempis, Erasmus, Luther, Calvin, Ben Johnson, Molière, Vico, Leibnitz, Voltaire, Malthus, Stendhal, Balzac, Thoreau, Nietzsche, Kierkegaard, Mark Twain, Dewey, Shaw, Tawney, Toynbee, and Einstein, especially the last. If it be answered that Einstein is difficult, the same objection would apply to Newton who is included. In fact, the inclusion of eighteen mathematicians and scientists is hardly desirable, as most of them are scarcely readable and fail to represent many of the sciences. Two volumes each to Aristotle and Thomas Aquinas are disproportionate. In the main the works of imagination in poetry and prose will be enjoyed as they were meant to be. Broad representation is given to the philosophers—idealists, realists, rationalists, materialists, empiricists, and pragmatists—from Plato to James. The latter may be classified along with Freud as a psychologist. There will be slight objection to these or to the biographies, histories, and the writings on politics and economics.

How does this collection stand as a reference work? Of late there has been renewed interest in broader topics. One question recently asked of a librarian was "Did Plato write about the educated man?" By looking under the topic *Education* in the *Syntopicon* the searcher will find *Reference I, The ends of education*, with twelve references to Plato, and *Ia, The ideal of the educated man*, with ten references to Plato. In addition are twenty-three references from Aristotle to William James under the first, and thirty-three from Homer to Freud under the second. The reader realizes that this is not the usual type of reference work from which information or facts are sought and quickly obtained. Overwhelmed at first, he finds progress slow. But he does locate exact information from following the references under the "Republic" and the "Laws" of Plato. If he is interested in ideas or in information concerning ideas, he will find this an invaluable tool. The *Syntopicon* sends him on to writers in the set and to others outside the list. The system of detailed indexing in the *Syntopicon* supplements the broad topics of the texts. The format is attractive, although the double columns

* This composite review was assembled through the efforts of Frances Stalker, head, Reference Department, Indianapolis Public Library.

may not appeal to the reader of literary works.

Have the 400,000 hours of work which have gone into making this set of the works of seventy-six authors been worth the effort? Why such hard readings? It may be replied that no easy way of thinking has yet been devised. Anyone who has studied worth while authors has found that certain themes run through them. These themes recur because they deal with the hopes, wishes, joys, anxieties, and pains of man. Man changes, but he is essentially man, as he was thirty centuries ago. He is inescapably concerned with questions about himself, his surroundings, God, freedom. These universal questions are again and again appearing and will continue to appear. The twentieth century has the old problems of wars, persecution, and enslavement. The great writings are considered great because of their beauty, insight, or profound discussion of man's problems. The editors of the *Syntopicon* did not make an arbitrary list. They included many of the ideas which man has had. There may and should be differences of opinion concerning the inclusion of certain of them. By placing these books in a set and providing them with an index, the editors have made possible the tracing of important ideas.

It is true that the great writers often failed in their day. They did not always stop wars or save civilizations. They warned their countrymen, but their voices were not heard. In retrospect we should be able to interpret what they said. Some were, from our point of view, reactionary or false. For this very reason they may be worth our attention. Since the great writers often disagree, this set cannot be said to be a canonization of them. Many of them are ancient, but more than one-half of them lived between 1500 and 1900 A.D. If anyone would understand the American government, let him read Locke as well as "The Declaration of Independence," "The Federalist," and "The Constitution of the United States." He will derive benefit from contemporary books, but he will be less easily indoctrinated if he reads and thinks about these basic works.

The *Great Books of the Western World* are only some of the books that are worth reading. They should have their chance along with others. They will be used as teachers and librarians let people know that they exist.

It is to be hoped that some way of circulating them may be found. There is nothing final about them, for as the editors have told us, each generation should evaluate its tradition in the light of its own needs. The test applied to other works of man should be applied to this. Whether it is a great and useful work, only time will tell.—Margaret Pierson, *Indiana State Library*.

When is an index a syntopicon?
Variations on an Index Theme

According to the editor a syntopicon is "a collection of the topics which are the main theme of the conversation to be found in the books . . . its primary purpose—to serve as a guide to the reading of *Great Books of the Western World* . . .

"The specific type of inquiry which the Syntopicon is able to satisfy . . . can be formulated by the question, *What do the great books have to say on this subject?*"

There is much more explanation in the 80-page essay about the principles and methods of syntopical construction, which is appendix II of the *Syntopicon's* second volume. But it all adds up to the fact that a syntopicon is another variation in the numerous attempts to improve the index as a locator of information buried in sets of books and periodicals or in individual volumes of collections.

Basically, the Syntopicon consists of 163,000 entries. This number, alone, makes it a major index. It compares in size with the larger indexes to encyclopedias and other basic reference books. The same publisher's *Encyclopedia Britannica* with some 500,000 index entries, as well as the *Americana* and *Collier's Encyclopedias*, include larger indexes. So do such separate indexing ventures as the *Essay and General Literature Index* and any one of several other Wilson indexes. But the *Syntopicon* is in this class of indexing and as such deserves close scrutiny by librarianship as a possible innovation in the art and technique of indexing.

The first difference to note is the unique application of three basic indexing arrangements — alphabetic, classified, chronologic. There are 102 "ideas" (major heads in index parlance) arranged alphabetically from "Angel" through "World." Selection of these heads in preference to others is based on no

library list of subject headings and is admittedly subjective.

A second difference to note is that each of these major heads is separated by long essays from the classified headings, the chronologic sub-headings, and the sequential references. Something comparable can be found in reference literature in the case of volume 19 of the *World Book Encyclopedia*. But the *Syntopicon* differs not only because of the intervening essays but because of the chronologic rather than classified or alphabetic sequence of sub-heads.

A third difference to note is the inclusion of two features, usually found elsewhere in reference books, as part of the index. One of these is the Bibliography of Additional Readings, which is arranged alphabetically by author, with no analysis by the 102 ideas or subheads. The other feature is the Inventory of Terms, a sort of alphabetical finding list for the headings used.

Overwhelmingly the impression left on this reviewer is that the *Syntopicon* is unnecessarily complex. At times one feels as though the indexing staff responsible for the *Syntopicon* is about to come to grips with some fundamental problems that have frustrated indexers for years. But at other times and especially while reading the 80-page appendix on "Principles and Methods of Syntopical Construction" one has the uncomfortable feeling that the author is one of those intelligent readers who has spent his reading life either taking for granted or minimizing the importance of indexes until this moment when called upon to assume responsibility for constructing one, and then, suddenly aware that indexing is a fundamental, but still not fully initiated in the art, sets out to philosophize about elementaries explained in the first few days of library school.

The inadequacy of the *Syntopicon* as an index seems, to this reviewer, to stem from a faulty concept of a reference book. "The *Syntopicon* does not contain the answers, but only a guide to where the answers can be found in the pages of the great books." (Preface XXII). According to the editor, "This fact distinguishes the *Syntopicon* from all other familiar reference books, which contain *within themselves* the answers to the questions on which they are consulted." Of course, this isn't quite so. *The Essay and*

General Literature Index, for example, a "familiar reference book," shares the *Syntopicon's* distinction, as do numerous other bibliographies and indexes. As a matter of fact, the *Syntopicon* as well as these other bibliographic reference tools, often do contain within themselves the answers to some of the questions for which they are consulted.

From the standpoint of the readers' adviser in the public library the *Syntopicon* will not be an easy tool to use. For quick reference the quotation book will be better for a few words on almost any idea in the *Syntopicon*. So will the good encyclopedia index, the *Essay and General Literature Index*, the new Granger's *Index to Poetry*, and volume 50 of the *Harvard Classics*.

The great contribution of the *Syntopicon* will probably be in the field of public relations. It may, through all the dramatic attention it has received in the press, serve to bring some of the long overdue appreciation due the much underrated art of indexing.—Louis Shores, *Florida State University, Tallahassee*.

With the publication in *Has Limitations as* 54 volumes of the *Great Reference Tool Books of the Western World*, the Hutchins-Adler-Barr group has taken another step in the direction of promoting the study of the books they consider fundamental to an understanding of western thought. This set, much like other similar ventures in the selection and publication of great works, consists of many books that are standard works to be found in most library collections. So the librarian may very well hesitate in acquiring it for the library. But there has been added to this collection a unique topical index, called the *Syntopicon*, which gives it an importance not previously achieved by any similar set of volumes. It makes easily accessible the contents of the works included in a way they have not been made accessible before, either through bibliographies, dictionaries, concordances, encyclopedias, or indexes to individual works. The thoroughness with which the *Syntopicon* performs its task and the manner in which it does it, make it an outstanding intellectual achievement and an important new reference tool for the scholar, the student, and the reference librarian—this, regardless of the extent to which one may agree with the

selection represented in the set and with the aims of the group that has promoted this venture.

The primary function of this index as a reference tool is to locate passages on specific topics treated in the works of this collection. This it does through an unusual combination of alphabetical, classified, and chronological arrangements of topics and citations. In addition there are tables of cross references and an inventory of terms, alphabetically arranged, that serves as an index to the topics under which references are listed. Thus the *Syntopicon* covers all possible approaches to the contents of the books—broad, specific, comprehensive, casual, and developmental.

The subjects treated in the works have been classified under 102 concepts, or great ideas, considered elemental and basic to the whole tradition of thought. Fourteen of these—astronomy, dialectic, history, logic, mathematics, mechanics, medicine, metaphysics, philosophy, physics, poetry, religion, science, and theology—deal with specific branches of learning or fields of inquiry. Concepts such as beauty, courage, God, justice, and sin comprise the remaining 88 great ideas. These concepts are presented in chapters arranged alphabetically for convenient reference. Each chapter consists of five parts—an introductory essay that traces the development of the idea and the various meanings it has had, and states the problems and controversies it has caused; an outline of the major themes included in the idea; the references to passages in the works arranged according to topics; a table of cross references to topics under which related materials may be found; and a list of additional readings in works not included in the collection.

Because of their content and style of presentation, the introductory essays constitute in themselves a useful encyclopedia of thought for the general reader as well as a means of orientation to a particular idea. But the real value of the *Syntopicon* is in its references. These are presented in systematic order under the topics or subjects into which each idea has been divided. The arrangement of the topics, of which there are approximately 3000, follows a specific and uniform pattern under each of the ideas. Primary and coordinate topics consider first the meaning of the idea; second, the principal classifications or divisions

of the thing which the idea signifies; and third, the significance of the idea in the fields of learning. Subordinate topics usually "represent an analytical development" of the theme stated in the primary topic. The following selection from the chapter on Democracy illustrates the kinds of topics into which an idea is divided and the order in which they are presented:

1. Conceptions of democracy
2. The derogation of democracy
 - 2a. Lawless and mob-rule: the tyranny of the majority
4. The praise of democracy
 - 4a. Liberty and equality for all under law
 - 4a(1). Universal suffrage: the abolition of privileged classes
 - 4a(2). The problem of economic justice
7. The growth and vicissitudes of democracy.

Citations under each topic are arranged in the order of the volumes in the set; this makes the order chronological except that Bible references always precede the others. If two or more works of an author are cited under the same topic, they are arranged chronologically also. The unit of the citation may be very small, e.g. 3 lines in a poem, or it may be an entire work. In a spot check of 20 pages in as many different works it was also occasionally found that a page would not be cited except within a citation for the entire work.

For the reader who wishes to follow an idea through comprehensively, the systematic arrangement of topics under each idea is a convenient outline of its scope and with the passages in the collection that cover the whole of it. Cross references at the end of the chapter that refer to related headings, and a list of additional readings in works not included in the collection are additional aids to him. If he wants to read extensively on a specific subject in one or all of its aspects, he can find the headings relevant to his interests easily and quickly by consulting the alphabetical inventory of 1798 terms at the end of the second volume.

Only one approach to the contents of the collection has not been included in the *Syntopicon*—there is no way to determine under which topics a specific author and work are indexed except by checking every page of the two volumes. This, something every reference

librarian might consider an added convenience to its use, is really a minor deficiency; it certainly does not represent an approach with which the editors were particularly concerned. But there are other limitations to the *Syntopicon* as a reference tool that are somewhat more important. These can be attributed mainly to two considerations of the editors in the preparation of the index. First was their desire to be detached in their presentation and to "avoid the formulation of any systematic order" since such an order "belongs more properly to the exposition of doctrine." As a result, no attempt is made to distinguish the significant statements on a topic from the minor and less important ones. This will not be a deficiency for the person wanting to find all passages in these works that may be at all relevant to the subject of his interest. But the person interested only in finding the more important and significant statements on a subject will have the tedious and time-consuming task of examining all references to it. The second weakness of the index results from the editor's aim to make the *Syntopicon* an instrument for teaching as well as an index in the limited sense of that term. This has led to a certain amount of over-indexing. In the spot check referred to earlier, a passage in Herodotus (p. 107c-108c) approximately 150 lines long was found cited under 11 ideas and 37 topics; portions of the same passage were found indexed under an additional 7 ideas and 34 topics, for a total of 18 ideas and 71 topics. This particular passage deals with the merits and deficiencies of three forms of government—democracy, monarchy, and oligarchy. Pages 214c-15a of the *Fifth Ennead* of Plotinus are indexed in whole or in part under 15 ideas and 25 topics. Three lines from Virgil's *Eclogues IV* are indexed under the topic "Sources of art in experience, imagination, and inspiration." Such detailed indexing is often the result of the overlapping character of the ideas and the parallel structure of the topics under each of them; sometimes it can only be accounted for by the editor's desire to explore and note every possible implication and interpretation of a passage in their attempt to make the *Syntopicon* a teaching instrument. None of the passages examined could be considered irrelevant to the topics under which they were indexed, but the relevance occasionally seemed

too obscure and too insignificant to justify the citation. Of course this would be a useful feature to a person wanting to make a detailed thematic analysis of any of these works.

The *Syntopicon* is unquestionably an important new reference tool. It makes it possible to approach the contents of the great books in a variety of ways that will be useful to the scholar and the student interested in the history of ideas and in locating passages on specific topics in this group of books. But this is not a tool that the unsuspecting freshman, who is normally satisfied with a Sunday supplement treatment of a subject, will be happy with if he is looking for materials for an essay on subjects such as virtue, God, or beauty.—*Joseph S. Komidar, Northwestern University Library.*

Early American Public Library

Evolution of the American Public Library 1653-1876. By C. Seymour Thompson. Washington, Scarecrow Press, 1952. \$3.00.

Since the 1930's, and more particularly since the 1940's, several significant works in library history have appeared, among them Gladys Spencer's *The Chicago Public Library* (1943), Sidney Ditzion's *Arsenals of a Democratic Culture* (1947) and Jesse H. Shera's *Foundations of the Public Library* (1949). These volumes, based on extensive and intensive research in primary materials, sought to relate the rise of the library, meaningfully, within a broad social history frame of reference. Many fields still lie unexplored, especially in library biography, and many corners of covered fields still remain to be illuminated. Meanwhile some gaps are being filled and much valuable information is being made available by such studies as George B. Utley's documented and informal *The Librarians' Conference of 1853* (1951) and E. McClung Fleming's comprehensive biography *R. R. Bowker: Militant Liberal* (1952). It is a pleasure to place next to these on the students' shelf Mr. Thompson's carefully planned *Evolution of the American Public Library*, a work calculated to paint a picture of the modern American public library as it emerges from the convergence of two channels which, flowing from the Renaissance and Reformation, were constantly broadening and deepening:

one, the cultural channel, which moved toward the increase of knowledge, higher education, and large libraries of and for scholars, bibliophiles and literary men; the other, the popular channel "originating in the church," which ultimately promoted a wider diffusion of knowledge.

Opening with a chapter on the libraries started in Boston and New Haven by Robert Keayne and Nathaniel Riley respectively, the author moves on to discussions of the efforts of Dr. Thomas Bray, the founding and importance of Benjamin Franklin's subscription library, the spread of the proprietary or social library, the growth of mechanic apprentices' and mercantile libraries together with that of young men's associations, and the rise and decline of the school district library.

Until this point in his work (page 140) Thompson treats of affairs in every part of the United States, with varying amount of detail depending upon actual developments and the source material extant and, with consideration for these factors, devotes most space to the Middle and New England states; although, to be sure, he does not ignore Cincinnati, St. Louis, New Orleans, Augusta (Georgia) and other cities. Significantly, thereafter the book concerns itself almost exclusively with the New England states.

After an attempt to show how the two "channels" previously mentioned slowly converge during the age of Jackson and underscore the need for free local tax-supported public libraries open to all, the author relates the story of the establishment of the Boston Public Library, of the 1853 Librarians' Conference, and—due in part to the growth of libraries and the energetic endeavors of Frederick Leyboldt and Melvil Dewey—the publication of the *Library Journal* and the formation of the American Library Association, both in 1876. As the delegates left the Philadelphia Conference in that year, they did so with an assurance, which derived from potential unity, that they could attain their ultimate object "the advancement of learning," and, says Thompson, "to that end they were all working with one unifying, fundamental purpose—the purpose which Jewett had expressed in 1853—to provide for the diffusion of a knowledge of good books, and for enlarging the means of public access to them." With this sentence he lays down his pen.

The author of this work has evidently labored long and hard upon it. But apparently there was too protracted a delay in getting it into print. And, as sometimes occurs, others working independently on aspects of the same story, with almost identical source material, have already covered much of the ground—in certain cases with more trenchant analyses placed in an historical setting. One misses in this volume, for example, a definitely penetrating and then well summarized correlation of the growth of historical writing, of the appearance of the lyceum movement (which is mentioned on pages 147-148 and 150 but not too well integrated into the narrative), of the common school awakening, and of other factors with the founding of the modern public library; such as is furnished by Shera in his *Foundations*, but which is here somewhat weakly handled in a chapter entitled "Expanding Vision." Another example of fatal delay in publication is seen in the chapter on the 1853 Conference that cannot be said to add anything of great moment to the knowledge given by Utley's volume, save that in an appendix Thompson furnishes details on the drafting and signing of the Call for the convention, a point upon which Utley had declared evidence at his disposal did not permit him to speak with certainty.

Nevertheless, this is a useful and welcome volume for the student of library history. It presents in a fairly chronological order the origin and development of the precursors and pioneer institutions of the modern public library; it frequently offers in the text generous portions—at times too generous perhaps—of documents such as Keayne's will which are not at the ready disposal of readers; it is written from painstaking research; and it contains a forty-page bibliography of primary and selected secondary sources for each chapter. Among the primary materials consulted were the James Terry, Richard Rogers Bowker and Melvil Dewey papers. Indeed, the narrative of the 1876 spring meetings of Dewey, Leyboldt and Bowker (who is mentioned on page 211 but escaped indexing) has benefited from the use of the Dewey papers and clears away some of the doubt understandably expressed by Jay W. Beswick in *The Work of Frederick Leyboldt* (1942). Also, it is good to have the inaccuracies of Horace G. Wadlin's *The Public Library of the City of Boston* held up before too trusting users.

Thompson's book may be read with profit in conjunction with Shera, the early chapters of Ditzion, and a careful glance at Predeck's *A History of Libraries* (1947), to mention no other works. It may be read profitably by those who do not mind seeing each tree in the forest of the earlier chapters; by those who desire an idea of the progress of the public library idea from faint glimmer in the Colonial Period to the first truly influential and refulgent realization which came when the Boston Public Library opened its doors in the 1850's; and by those who wish to see how there came into existence the first permanent professional organization and the first professional journal. This work provides, too, a valuable bibliographical base for further explorations by students of library history.—*Joseph A. Borome, Department of History, City College of New York.*

Standard Gazetteer

The Columbia Lippincott Gazetteer of the World, edited by Leon E. Seltzer with the geographical research staff of Columbia University Press, and with the cooperation of the American Geographical Society. x, 2148p. New York: Columbia University Press by arrangement with J. B. Lippincott Company, 1952. \$50.00.

The Columbia Lippincott Gazetteer is easily the largest and the most up-to-date of the English language gazetteers. It contains about twice as much material as either of its two famous English-language predecessors, the *Lippincott's New Gazetteer of the World* (1905), and *Longmans Gazetteer of the World* (1895). Its 130,000 articles and 30,000 cross-reference entries constitute a total volume of material about four times as large as that in the only other recent American gazetteer, *Webster's Geographical Dictionary* (1949).

Geographers are somewhat given to considering gazetteers tools designed for their especial use. Certainly no geographer will be other than pleased to note that Theodore Shabad served as assistant editor and John K. Wright as advisory editor in the tremendous task of preparing this volume. As an encyclopedia of places, and their characteristics, this volume is at present unsurpassed in the English language. However the majority of library users probably will not be geographers: the blend of historical and cul-

tural information achieved herein greatly enhances the utility of the volume from the general reference volume, and complements the geographical content effectively.

The advantages of the volume for library use, for supplementing geographical research, and in other more general uses, are practically self-apparent when one confronts the volume and need only be listed to be evident to the reader. Its large number of entries places the volume in a class by itself. The information provided under the average entry is somewhat more than is characteristic of other English-language gazetteers. Its emphasis on geographical vs. strictly historical information appears balanced. Its small size—approximately $9 \times 12 \times 2\frac{1}{2}$ inches—in relation to content is astonishing. Entries are listed alphabetically, hence information is normally easily located and assembled even if an area containing several places is under investigation. Insofar as possible, 1950 or later census data have been used throughout; where 1950 data were not available, the latest and most accurate data were used. A "Key to Population Figures" indicates the census year, and/or other sources, used in arriving at population data for places in each political unit. Variations in the spelling of place-names have been held to a minimum by adopting—where pertinent to do so—the place-names decisions of the U. S. Board on Geographic Names, and the British Permanent Committee on Geographical Names. In non-English speaking areas, place-names frequently have an established English equivalent; in cases where there is more than one English equivalent, the most commonly used equivalent today is accepted. Place-names from languages which use a non-Latin alphabet have been transliterated. This single contribution may have a tremendous, and entirely beneficial, influence upon the accuracy of place-name references in geographical writing in the next two or three decades. Place-locations are indicated by geographical coordinates, or by straight-line distance from a larger feature whose exact location is known. Cross-references are indicated by use of capital letters.

The volume has been checked extensively by four colleagues and four graduate students of the writer's in connection with research underway. Coverage appears surprisingly complete.

The disadvantages of *The Columbia Lippincott Gazetteer* are few, but two, certainly, are apparent. Its price—\$50—places it beyond the reach of most individuals; library

access to this volume therefore becomes of utmost importance to most scholars. The absence of place maps and regional maps is a disadvantage, too, but considering overall size and comprehensiveness, this omission can be overlooked on the grounds that the volume is large and expensive as it is.

The Columbia Lippincott Gazetteer undoubtedly will be the standard English language gazetteer for many years. As such, it is and will be an indispensable library reference tool in geographical, historical, and many related fields of investigation.—Merle C. Prunty, Jr., Department of Geography, University of Georgia.

English Literature 1660-1800

English Literature 1660-1800: a Bibliography of Modern Studies compiled for Philological Quarterly. By Ronald S. Crane, Louis I. Bredvold, Richmond P. Bond, Arthur Friedman, and Louis A. Landa. Vol. I: 1926-1938. Vol. II: 1939-1950. Princeton: Princeton University Press, 1950-52. Vol. I, \$5.00; Vol. II, \$7.50.

The compiling of annual period bibliographies within the field of historical and literary research is a noteworthy phenomenon of the last generation in America. Since 1916, when the first one was started, nearly every field with some overlapping has acquired its own special bibliography, usually with the blessing or active sponsorship of a corresponding research group of the Modern Language Association. Neither the annual cumulations nor such a collection as the present can ever supersede in general library usefulness such comprehensive bibliographies as the *Cambridge Bibliography of English Literature*, but scholars have found the annual period bibliography the most useful guide to recent publication; even when a comprehensive bibliography is new, the period bibliography records (and often assesses) all publications too recent to have been incorporated in the proofs of the larger work. Now, since the task of search-

ing year by year through the annual volumes of the *Philological Quarterly* has grown increasingly burdensome, the Princeton Press has made this series conveniently available to libraries and scholars by reprinting it photographically. To the reprint Professor Landa has prefixed a brief "Foreword," and an Index (to both volumes) in Vol. II.

Since the entries of the first volume are more or less incorporated in the *Cambridge Bibliography*, the second volume (1939-1950) with the consolidated index will be more used. The index of some sixty pages is not exhaustive, but it is the most significant addition to the reprint. Included in a single alphabet without analysis are page references to the names of scholar-authors of books and articles, the names of eighteenth-century figures discussed, and some references to selected topical entries like Booksellers, Gothic, Plato, Primitivism, the *Spectator*, and Voyages. Not much duplication is allowed in the topical entries; e.g., Straus's *Curll* is indexed under Straus and under Curll but not under Booksellers; Professor Jones's *Ancients and Moderns* under Ancient-Modern Controversy but not under Bentley, Swift, or Idea of Progress; and Professor Landa, who himself reviewed Professor Fairchild's *Religious Sentimentalism in the Age of Johnson*, declines to index it under Sentimentalism. The index, therefore, is no substitute for a search through the critical comments on books and articles of interest to the inquirer. A fuller subject index would prove useful, and sixty-five page references under Shakespeare will prove tedious to inquirers asking what has been written concerning Shakespeare by scholars dealing with later authors, but no extension of the index seemed feasible within the plan of this reprint.

Regrettably, no space has been found to record significant errors or omissions discovered in this quarter-century cumulation, save for one page of embarrassing but harmless misspellings of personal names.—A. T. Hazen, Columbia University

ACRL MONOGRAPHS

Send your standing or single copy orders of *ACRL Monographs* to ACRL Monographs c/o University of Illinois Library, Chicago Graduate Division, Chicago 11, Illinois. Next four to eight issues (depending on size) \$5.00; issues No. 1-7, \$3.50. Make checks payable to The Association of College and Reference Libraries. Send cash or stamps in advance for single copies costing less than \$1.00. The monographs are issued irregularly and have no annual subscription price.

Nominees for ACRL Officers

1953-54

THE FOLLOWING NOMINATIONS were submitted by the ACRL Nominating Committee (Benjamin E. Powell, Robert H. Muller, Sidney B. Smith, Donald E. Strout, William H. Carlson, Chairman). The vice-president is elected for one year in that office and by constitutional provision becomes president the following year. Directors are elected for terms of three years. ACRL representatives on ALA Council are elected for four year terms. They serve in the dual capacity as representatives and members of the ACRL Board of Directors the fourth year.

President

Harriet D. MacPherson, dean of the Graduate School of Library Science and librarian, Drexel Institute of Technology, Philadelphia, Pa.

Vice-President and President-elect (one to be elected)

W. Stanley Hoole, director of libraries, University of Alabama, University, Ala.

Guy R. Lyle, director of libraries, Louisiana State University, Baton Rouge.

Director at Large (one to be elected)

David Jolly, assistant librarian, Deering Library, Northwestern University, Evanston, Ill.

David K. Maxfield, librarian, Undergraduate Division, University of Illinois, Chicago.

Representatives on ALA Council (eight to be elected)

{ Lewis C. Branscomb, director of libraries, Ohio State University, Columbus.

{ Roscoe F. Schaupp, librarian, Eastern Illinois State College, Charleston.

{ Francis P. Allen, librarian, University of Rhode Island, Kingston.

{ Arthur M. McAnally, director of libraries and of the School of Library Science, University of Oklahoma, Norman.

{ Edward C. Heintz, librarian, Kenyon College, Gambier, Ohio.

{ Mason Tolman, associate librarian, State Library, Albany, New York.

{ Clifford R. Armstrong, associate director, State College Libraries, Pullman, Wash.

{ Eli M. Oboler, librarian, Idaho State College, Pocatello.

{ Irene L. Craft, serials librarian, Oregon State College, Corvallis.

{ Elizabeth O. Stone, assistant director of libraries for public services, Southern Illinois University, Carbondale.

{ Felix E. Hirsch, librarian and professor, Bard College, Annandale-on-Hudson, New York.

{ Fritz Veit, director of libraries, Chicago Teachers College and Wilson Branch, Chicago City Junior College, Chicago, Ill.

{ Marietta Daniels, associate librarian, Pan American Union, Washington, D.C.

{ Frances B. Jenkins, associate professor of library science, University of Illinois Library School, Urbana.

{ David Otis Kelley, university librarian, University of New Mexico, Albuquerque.

{ Harold F. Smith, assistant reference librarian, Colorado State College of Education, Greeley.

Biographical Notes

HOULT, W. STANLEY, director of libraries, University of Alabama, 1944-date. Born, Darlington, S.C., May 16, 1901. A.B., A.M., Wofford College 1924, 1931; Ph.D., Duke University, 1934; B.S.L.S., North Texas State, 1942; G.E.B. fellow, University of Chicago Library School, summers 1935-1939; post-graduate work, University of South Carolina and Columbia University. College teacher, 1931-1935. Librarian, Birmingham Southern College, 1935-1937; Baylor University, 1937-1939; North Texas State College, 1939-1944. Author, *Check list and finding list of Charleston periodicals, 1712-1865* (1936); *Sam Slick in Texas* (1945); *Antebellum Charleston Theatre* (1946); *Alias Simon Suggs* (1952). Co-author, *Mississippi study of higher education* (1945); *Higher education in the South* (1947). Editor (books), *North Texas regional list of serials* (1943); *Good reading* (1946-1951), section on "Humanities"; *Classified list of reference books and periodicals for college libraries* (1947). Editor (journals), *The Alabama Review* (1948-date), *The Southeastern Librarian* (1951-1952). Co-editor, *South Atlantic Modern Language bulletin* (1947-1952). Fifty-odd articles and essays in professional and popular journals. Member, ALA, ACRL, and other educational and professional associations, Phi Beta Kappa, Kappa Phi Kappa, Phi Kappa Phi, Phi Alpha Theta. Survey, Spartanburg (S.C.) and Meridian (Miss.) public libraries, Stetson University Library, and Stillman Institute Library; also the libraries of the seven state-owned colleges and universities of Mississippi. Member, Commission on Colleges and Universities of the Southern Association of Colleges and Secondary Schools (1949-1951), member and chairman of the Library Committee (1943-date). Member ALA Council, 1947-date, and several committees.

LYLE, GUY R., director of libraries, Louisiana State University, 1944-date. B.A., Alberta, 1927; B.S. in L.S., Columbia, 1929 and M.S. in L.S., 1932. Librarian of Antioch College, 1929-35; librarian of the Woman's College, University of North Carolina, 1936-41; taught at the University of Illinois Library School 1935-36 and 1942-43 (on leave). Member of library school summer faculties in recent years at L.S.U., North Carolina, Columbia, Illinois, and Peabody. Member, ALA, ACRL, American Association of University Professors, Southwestern Library Association, Southeastern Library Association, Louisiana Library Association. ACRL Board of Directors 1950-53. Author of: *College library publicity*, Boston, Faxon, 1935; *Classified list of periodicals for the college library*, 1934, (3rd ed. with Virginia Trumper) Boston, Faxon, 1948; *Administration of the college library*, (with Paul Bixler, Marjorie Hood, and Arnold Trotter) New York, H. W. Wilson Co., 1944; second edition revised 1949; *Report of a survey of the University of Georgia Libraries*, (joint compiler with Wilson, Dunbar, and Branscomb) Chicago, ALA, 1948; *Report of a survey of the University of Florida Libraries*, (joint compiler with Wilson and Kuhlman) Chicago, ALA, 1940; *A bibliography of Christopher Morley*, (with H. Tatnall Brown, Jr.) Washington, Scarecrow Press, 1952.

JOLLY, DAVID, assistant librarian, Northwestern University, Evanston, Ill., 1948-date. B.S. and B.L. in L.S., George Peabody College for Teachers, 1936, 1937; School of Library Service, Columbia University, 1948, 1949-50; librarian, General Library, Stephens College, Columbia, Mo., 1937-40; librarian, University of New Hampshire, 1940-42; librarian, Hampton Institute, Hampton, Va., 1942-47. Served in armed forces and overseas, 1944-46; served on various state committees; currently member of ACRL Buildings Committee. Member, ALA, ACRL, I.L.A., C.L.C. Editor, *Proceedings of 1952 library building plans institute*; general editor, *Summary reports of ALA 1953 midwinter meetings*; contributor to library periodicals.

MAXFIELD, DAVID K., librarian and associate professor of library science, University of Illinois, Chicago Undergraduate Division, 1946-date. B.S., Haverford College, 1916; B.S. in L.S., Columbia University, 1937; M.S. in L.S., Columbia University, 1946. Assistant, New York Public Library (Reference Department), 1937; assistant librarian for technical processes, Cooper

Union Library (New York City), 1939-43; librarian-in-charge, Cooper Union Library, 1943-54. On leave with U.S. Navy 1944-46. Member: ALA Equipment and Appliances Committee, 1942-44; ALA Local Committee for Chicago Conference, 1951; ALA Election Committee, 1950-51, 1953; ACRL Membership Committee, 1950-52; ACRL Publications Committee, 1952-date; ACRL Committee on Financing College and Research Libraries, 1952-date. Business manager, *ACRL Monographs*, 1951-52; managing editor, *ACRL Monographs*, 1953-date; secretary, College and Research Library section of Illinois Library Association, 1946-48; chairman, Intellectual Freedom Committee of Illinois Library Association, 1952. Other memberships: ALA, ACRL, American Association of University Professors; Bibliographical Society of America; American Documentation Institute; American Society for Engineering Education; Special Libraries Association; Chicago and New York Library Clubs. Contributor to professional journals.

BRANSCOMB, LEWIS C., director of libraries, Ohio State University (Columbus) and professor of library administration, 1952-date. Educated Birmingham Southern College, 1929-30 and Duke University, 1930-33; department of library science, University of Michigan, 1939, 1941; graduate library school, University of Chicago, 1945-47. Order librarian, University of Georgia, 1939-41; librarian, Mercer University, 1941-42; librarian and professor of library science, University of South Carolina, 1942-44; assistant director for public service departments and associate professor in the library school, University of Illinois, 1944-48. Member, ALA, ACRL, Ohio Library Association, Franklin County Library Association, American Association of University Professors, Ohio Folklore Society. President, South Carolina Library Association, 1943-44; chairman, ACRL Publications Committee, 1948-50; secretary, ACRL University Libraries Section, 1946-47; ACRL director for University Libraries Section, 1948-date; chapter secretary-treasurer for AAUP both at Illinois and Ohio State and member of its Council, 1952-54. Contributor to professional journals.

SCHAUFF, ROSCOE F., chief librarian, Eastern Illinois State College, Charleston, Illinois, 1945-date. Born Archer County, Texas, 1903. A.B., University of Nebraska, 1926; M.A., Ohio State University, 1929; Ph.D., 1934; B.L.S., University of Michigan, 1939. Assistant in the general libraries, University of Nebraska and University of California, 1920-27; member of the English departments, Ohio State University and the University of Tennessee, 1928-28; director of library education, State Teachers College, Kutztown, Pennsylvania, 1941-45. Member of ALA, ACRL, American Association of University Professors and of local and national library and educational associations. Occasional contributor to library periodicals, consultant on library problems, and member of school and library survey committees.

ALLIS, FRANCIS P., librarian and professor of bibliography, University of Rhode Island, Kingston, R.I., 1936-date. A.B., Amherst College, 1927; B.S. in L.S., Columbia, 1929; M.A. in L.S., University of Michigan, 1933. Assistant reference librarian, Cornell University Library, 1926-30. Librarian of University Museums, University of Michigan, 1930-36. President, R. I. Library Association, 1944-46. Vice president, New England Library Association, 1946-48. Member ALA Council representing R. I. Library Association, 1948-date. ACRL Board of Directors representing Pure and Applied Science Section, 1952-date. Contributor to professional journals. Member: Phi Kappa Phi, AAUP.

MCANALLY, ARTHUR M., director of libraries and of School of Library Science, University of Oklahoma, 1951-date. Born January 14, 1911, at Delaware, Ark. Educated in the public schools of Oklahoma and Arkansas, and at University of Arkansas, University of Oklahoma (B.A., B.A. in L.S., M.A.), and the University of Chicago (Ph.D.). Experience in junior college, liberal arts college, teacher college, and university libraries. Positions recently held are librarian, University of New Mexico, 1945-49; assistant director for public services, University of Illinois Library, 1949-

51. Has held various offices in state library associations of Texas, Illinois, and New Mexico, and in ACRL; is at present chairman of the University Libraries Section. Articles in various professional journals, mainly on administration and cooperation.

HEINTZ, EDWARD C., librarian, Kenyon College Library, 1934-date. A.B., Brown University, 1938; A.B.L.S., Michigan, 1942. Reference assistant, Springfield (Mass.) City Library Association, 1938-40; circulation assistant, University of Michigan, 1940-42; supervisor of departmental libraries, State University of Iowa, 1942-43; supervisor of group leader training, Pratt and Whitney Aircraft, 1943-45; head of order department, Brown University Library, 1945-46; assistant librarian, Bowdoin College, 1946-52. President, Maine Library Association, 1950-51; director, New England Library Association, 1951-52; Committee on Financing College and Research Libraries, 1952-53. Mr. Heintz is a member of ALA and ACRL.

TOLMAN, MASON, associate librarian, the New York State Library, 1950-date. A.B., University of Chicago, 1934; B.S., School of Library Service, Columbia University, 1935; A.M., School of Government, the George Washington University, 1938. Assistant, the George Washington University Library, 1935-36; assistant librarian, 1936-42. U.S. Air Force, 1942-46. Associate librarian, the George Washington University, 1946-50. Author of articles on college libraries in professional journals. Lecturer, Russell Sage College, 1952-date. Member: ALA, ACRL, New York Library Association, Pi Gamma Mu.

ARMSTRONG, CLIFFORD R., librarian and associate director of libraries, State College of Washington, 1950-date. Born, Arlington, S.D., Oct. 28, 1899. Educated at the State College of Washington (B.S., also graduate work in plant sciences). U.S. Army 1918-19. Circulation assistant, State College of Washington Library, 1922-25; head of library circulation, 1925-40; assistant librarian, 1940-46; associate librarian, 1946-50. Member of Phi Kappa Phi, Alpha Gamma Rho, ALA, ACRL, PNLA, WLA, Kiwanis, Washington Historical Society.

OBOLIE, ELI M., librarian, Idaho State College, Pocatello, Idaho, 1949-date. A.B., Chicago, 1941; B.S. in L.S., Columbia, 1942; completed all work but master's paper for M.A., Graduate Library School, Chicago, 1946-49. Head, reserved book room, University of Chicago, 1946-49; librarian, University College (Adult Education Division), University of Chicago, 1947-49; bibliographical consultant, Great Books Foundation, 1947-49; lecturer, Great Books Program, University College, University of Chicago, 1948-49. ALA councilor (representing PNLA), 1950-date; member, ALA Public Relations Committee, 1951-date; chairman, ALA President's and Editor's Round Table, 1951-52; chairman, Ad Hoc Committee to Complete Organization of Library Periodicals Round Table, 1952; chairman, Pacific Northwest Library Association Legislation Committee, 1951-53; member, PNLA Public Relations Committee, 1949-51; president, Idaho State Library Association, 1950-date; editor, *Idaho Librarian*, 1951-date. Author of articles in *Library Journal* and *ALA Bulletin*. Weekly radio program, *Books and You*, on local radio station (Pocatello, Idaho), 1949-date. Member of the College Section of ACRL.

CHAPT, IRENE L., serials librarian, Oregon State College, Corvallis, Oregon, 1951-date. B.S. in Ed., Fort Hays Kansas State College, 1930; M.A., University of Nebraska, 1931; B.S. in L.S., University of Illinois, 1941; M.S. in L.S., University of Illinois, 1943. Teacher in Kansas public schools 1925-29, 1933-38; assistant in history, University of Nebraska, 1938-39; assistant in Natural History Librarian, University of Illinois, 1940-43; assistant serials librarian, Oregon State College, 1944-50. ALA Membership Committee, 1946-52; ACRL Agricultural Libraries Section committee to survey USDA Library, 1950; ALA Serials Committee, 1952-53; secretary, ACRL Pure and Applied Science Section, 1951-52. Author: *Report on policies and programs of the United States Department of Agriculture Library* (with committee), Washington, 1951. Member: ALA, ACRL, PNLA, Oregon Library Association.

STONE, ELIZABETH OPAL, assistant director of libraries in charge of public services, Southern Illinois University, 1949-date. B.S., Northwest Missouri State College, 1926; B.S. in L.S., University of Illinois, 1929; M.S. in L.S., University of Illinois, 1938; further graduate work at University of Illinois Library School toward the doctorate. Assistant librarian, Southern Illinois University, 1929-36; assistant professor of library science, University of Southern California School of Library Science, 1936-42; librarian, University of Dubuque, 1943-46; assistant librarian, Southern Illinois University, 1946-47, and acting director of libraries, 1947-49; member: ALA, ACRL, Illinois Library Association, Beta Phi Mu, American Association of University Professors, Delta Kappa Gamma, P.E.O. Contributor of articles to *College and Research Libraries*, *Library Journal*, *Illinois Libraries*, *Bulletin of Bibliography*, and *School and Society*.

HIRSCH, FELIX E., librarian, 1936-date, and professor of history, 1946-date, Bard College, Amundson-Hudson, N.Y. Ph.D., Heidelberg, 1923; B.S. in L.S., Columbia, 1940. Political editor, *National-Zeitung*, Berlin, 1924-32, *Berliner Tageblatt*, 1933-34. Associate in German, Bard College, 1937-42; assistant professor of literature, 1942-44; chairman, Area Training Program, ASTP Unit, 1943-44; assistant professor of European history, 1944-45; associate professor, 1945-46; chairman, Social Studies Division, 1946-47, 1949-51. Lecturer on reference work and library work as a professor, Library School, New Jersey State Teachers College, Trenton, summers of 1943-45, 1948, and 1951; lecture tour through Western Germany on invitation by American and British military governments and the universities of Göttingen, Heidelberg, and Munich, 1949; lecture tour through Canada, on invitation by Canadian Institute of International Affairs, 1951. Member, ALA Committee on Refugee Librarians, 1944-47, and ALA Committee on Intercultural Action, 1948-51 (paper in 1948); treasurer, ALA Round Table on Library Service Abroad, 1950-51. Member, American Historical Association, American Association of University Professors, Dutchess County Council on World Affairs (member, Board of Directors, 1948-52), New York Library Association. Frequent contributor to professional, scholarly, and general journals; book reviews for *New York Herald Tribune Book Review*, etc. Member, N.Y. Board of Regents' Committee to study integration of college and university library resources of New York State, 1952-date. Dr. Hirsch is a member of the College Libraries Section of ACRL and was chairman of its Nominating Committee in 1947.

VIT, FRITZ, director of libraries, Chicago Teachers College and Wilson Branch of Chicago City Junior College, 1949-date. Dr. Jur., Freiburg, 1932. Studied also at Universities of Berlin and Heidelberg. Left Germany in 1933; spent two years in France; came to the U. S. in 1935; B.S. in L.S., Peabody Library School, 1936; Ph.D., University of Chicago, Graduate Library School, 1941. University of Chicago Libraries, 1937-43, consecutively librarian in Graduate Library School, social science reading room, and law school (acting); law librarian, U. S. Railroad Retirement Board, Chicago, 1943-49. Also the following part-time board of Chicago City Junior College, 1941-48; supervisor, John Marshall Law School Library, Chicago, 1949-date; visiting professor, Department of Library Science, Rosary College, River Forest, 1950-date. Member: ALA, ACRL, SLA, American Association of Law Librarians; Chicago Library Club. Contributor to professional journals; member of the ACRL Publications Committee.

DANIELS, MARIETTA, associate librarian, Columbus Memorial Library, Pan American Union, Washington, D.C. Columbia University, School of Library Service, 1943. Chairman, ALA Round Table on Library Service Abroad, 1948-50; member, Executive Board, District of Columbia Library Association, 1949-51; member, International Relations Board, SLA, 1949-51; editor, *MLA Junior Member*, 1953-58; business manager, *MLA Quarterly*, 1958-62; secretary, Organizing Committee of Assembly of Librarians of Americas, 1951-date. Attended Assembly of Librarians of the Americas, 1947 and 1951; UNESCO International Summer School for Public Librarians, Manchester, England, 1948;

UNESCO/OAS Conference on development of public library service in Latin America, in Sao Paulo, 1951; First Ibero-American Congress of Librarians, Madrid, 1952. Member, ALA, ACRL, SLA, District of Columbia Library Association; honorary member, Asociacion Cubana de Bibliotecarios, Asociacion Costarricense de Bibliotecarios, and Asociacion de Bibliotecarios y Archivos de Honduras; recipient of citation from Sociedad Colombiana Pan-Americana for outstanding work in inter-American relations; compiler of *La Biblioteca Publica en America*, 1951. Contributor to library periodicals and to journals on Latin America.

JENKINS, FRANCIS R., associate professor of library science, University of Illinois, 1951-date. B.S., University of Illinois, 1926; M.S., Tulane University, 1928; Ph.D., University of Illinois, 1937; B.L.S., University of California, 1947; assistant, Dept. of Biochemistry, Tulane University, 1926-28; assistant biochemist, Agriculture Experiment Station, Knoxville, Tenn., 1928-29; instructor, Dept. of Biological Chemistry, College of Medicine, University of Illinois, 1929-31; supervisor, Correction Section, Communications Office, Eleventh Naval District Headquarters, San Diego, 1941-43; lieutenant, USNR, Operations Office, Eleventh Naval District, San Diego, 1944-46; head, Science Reference Service, University of California Library, 1942-49; acting head of branch libraries, University of California Library, 1949-51; member, Association of American Library Schools; ALA; ACRL; SLA; Medical Library Association; Illinois Library Association; American Documentation Institute; American Chemical Society; American Association Advancement Science; Illinois Academy Science; Sigma Xi; American Association of University Professors; staff contributor, *Chemical Literature*, 1939-date; ACRL Publications Committee, 1950-date; AALS Research Committee, 1952-54.

KELLEY, DAVID OTIS, university librarian and pro-

fessor of library science, University of New Mexico, 1949-date. Born Sept. 27, 1908, in Newport, Texas. Attended library schools at UCLA and the University of Chicago, where preliminary examinations for Ph.D. have been completed. Assistant, the University of Southern California, 1933-34; teacher, Burbank, California, public schools, 1934-35, and teacher librarian, 1935-37; associate professor of social science, George Pepperdine College, 1937-38, and librarian, 1938-45; social studies librarian and instructor in personnel administration, University of Nebraska, 1945-48; head, department of library science, the University of Kentucky, 1948-49. Chairman, College and University Librarians' Section, California Library Association; member, accreditation committees for Southern Association of Colleges and Secondary Schools; advisory member of special committee of Southwestern Library Association to study standards for high school libraries; library consultant for Los Alamos and Sandia Base libraries; member of committees of New Mexico Library Association (chairman of Constitution and By-Laws Committee); member of Constitution and By-Laws Committee of ACRL; president, Albuquerque Library Association.

SMITH, HAROLD F., assistant reference librarian, Colorado State College of Education, Greeley, 1952-date. Born July 9, 1923, in Kansas City, Mo. A.B., Park College, 1944; A.M., University of Kansas, 1946; A.M., University of Denver, 1950. Time study engineer for Pratt and Whitney, 1944-45; Display Advertising Department, the Kansas City Star, 1946-48; admissions counselor and dormitory head resident, Park College, 1948-49; assistant librarian, Circulation Department, Mary Reed Library, the University of Denver, 1950-51; senior assistant librarian, Public Service Division, University of Nebraska, 1951-52. Member of ALA, ACRL, Colorado Library Association, American Association of University Professors, Phi Alpha Theta.

Courses in Medical Librarianship

Summer school courses in medical library work are to be offered in 1953 at Columbia University and at Emory University.

The course offered at Columbia, July 6th—August 14th (registration July 2), is in medical literature, and consists in a survey and evaluation of library resources in medicine, with emphasis upon bibliographical and information sources. Some attention is given to special service problems in medical libraries. The course carries a credit value of 3 points. Tuition, \$75; registration \$7. Instructor; Mr. Thomas Flemming. For further information write to the Dean, Columbia University School of Library Service, New York 27, N.Y.

The course at Emory, with credit value of 5 quarter hours, will meet for ten hours a week, July 23rd—August 29. (Registration, July 23). The purpose of the course is to give an introduction to medical library resources and their use in medical education, medical research, and the care of the patient. A survey of the literature, library techniques, and medical library administration will be included. Tuition, \$60; matriculation, \$5. Instructor, Miss Mildred Jordan. For further information write to the Director, Division of Librarianship, Emory University, Emory University, Georgia.

The Medical Library Association is offering two scholarships of \$150.00 each, for each of these summer school courses. Applications for these scholarships should be sent to the schools together with entrance requirement data (application, school, college, and library school records) sufficiently early in the year to permit the schools to pass upon these records and submit recommendations to the Standards Committee of the Medical Library Association by May 1, 1953.

The successful completion of either course will enable a student with a bachelor's degree and one year's library school training in an accredited library school to qualify for Grade I certification by the Medical Library Association. However, special students will be admitted to these courses.

Subject Heading Code in Preparation

David J. Haykin, whose *Subject Headings: a Practical Guide* was published early in 1952, has begun the preparation of a code of rules governing the assignment of subject headings. He is planning to complete the code in about a year, and invites questions, problems and suggestions which would make the book more complete. (Please address him c/o The Library of Congress, Washington 25, D.C.)

The code is to consist of two parts, the first devoted to rules of general application, the second to specific groups and types of headings and to headings in various subject fields. Among the topics treated in the first part will be the following: 1. what the subject cataloger must know beforehand in order to cope with a given book; 2. the aid offered by the book in hand and by works of reference; 3. when are no subject headings required and when references take the place of headings; 4. when are two or more headings required (for the single topic treated in the book and for more

than one topic); 5. when is subdivision required; 6. subdivisions of general application; 7. subdivisions applicable to various subject fields and various kinds of books (e.g., when the several kinds of place, time, and language subdivisions are applicable). Examples of the specific topics which will be treated in the second part: 1. Art subdivided by name of place and by ethnic or local adjective, how distinguished; 2. how public buildings are named in the catalog and which see and see also references are needed; 3. strikes—general, industrywide, limited to a given firm or plant—how named and provided with references; 4. language dictionaries—English, bilingual, polyglot; 5. subject dictionaries—English, in two or more languages; etc., etc. The difference between Mr. Haykin's *Guide* and the code is that the *Guide* tells primarily how to devise subject headings, whereas the code will tell how to apply them to books.

"*Who's Who in Library Service, 3d Edition*," has been under discussion by a large and representative committee of librarians since mid-December 1952, under the guidance of Dean Lowell Martin of the School of Library Service of Columbia University. The practicability of publication in 1954 now seems certain, and pertinent committees are already at work. It is believed that a directory-type of book is needed, so all United States library school graduates and persons doing work at a professional library level will be included. There will be no omissions because of failure to give age or other personal information.

A questionnaire is being developed and tested at present, and before the end of the summer all librarians should have received a copy of the final form. It is hoped that *Who's Who in Library Service* will be a major topic of discussion at library meetings, conferences, and among alumni groups, until everyone in the profession is aware of it. Full-scale publicity will follow soon in all library literature; meanwhile, any questions may be addressed to Dean Martin at Columbia.

New Program of Study at U. of Chicago

The University of Chicago Graduate Library School announces a new program of study leading to the M.A. degree with a specialization in business librarianship. The program is offered in cooperation with the School of Business of the University and provides for course work in both schools, with guidance from a faculty adviser in each school. The program is open to students with two years of college training for whom a three year program leads to the M.A. degree. Applicants for admission to the program with more than two years of college work will have their previous training evaluated and appropriate reductions in course requirements will be made for equivalent work already accomplished. For example, students holding a B.A. degree with a major in business from a traditional four-year college can complete the course requirements for the M.A. in about five quarters.

For further information, and application forms, write to Dean of Students, Graduate Library School, University of Chicago, Chicago 37, Illinois.

Nominees for Section Officers 1953-54

College Libraries Section

The Nominating Committee of the ACRL College Libraries Section (Margaret Boyce and Lois E. Engleman, chairman) presents the following report:

For Vice Chairman (and Chairman-Elect):

Edna Hanley Byers (Mrs. N. E.), librarian, Agnes Scott College, Decatur, Ga.

Ruth K. Porritt, librarian, Radcliffe College, Cambridge, Mass.

For Secretary, 1953-54:

Edward C. Heintz, librarian, Kenyon College, Gambier, Ohio.

Benjamin B. Richards, librarian, Knox College, Galesburg, Ill.

Helmer L. Webb, librarian of Union College, Schenectady, New York, is vice chairman this year and becomes chairman at the end of the Los Angeles Conference.

Libraries of Teacher Training Institutions Section

The Nominating Committee of the ACRL Libraries of Teacher Training Institutions Section announces the following nominations for the year 1953-54:

For Secretary and Chairman-Elect:

Marion B. Grady, librarian, Ball State Teachers College, Muncie, Indiana.

Gertrude W. Rounds, librarian, One-

onta State Teachers College, Oneonta, New York.

James E. Green of Michigan State Normal College, Ypsilanti, is chairman-elect for the current year and becomes chairman at the end of the Los Angeles Conference.

Reference Librarians Section

The Nominating Committee of the ACRL Reference Librarians Section announces the following nominations for the year 1953-54: For Vice Chairman (Chairman Elect):

Elizabeth Bond, head, Reference Department, Minneapolis Public Library.

Kathrine O. Murra, head, International Organizations Unit, the Library of Congress.

For Secretary:

Emily O. Garnett, reference librarian, Texas Christian University Library, Fort Worth.

Margaret E. Knox, head, Department of Reference and Bibliography, the University of Florida Libraries in Gainesville.

The present vice chairman, who becomes chairman after the Los Angeles meeting, is Everett T. Moore. He is now on the faculty of the Japan Library School, Keio University, Tokyo, but will soon be back at his regular post as head of the Reference Department, the University of California at Los Angeles.

Proposed Amendment to the ACRL Constitution

At the membership meeting of ACRL in New York, 1952, it was unanimously voted that the phrase "upon a written recommendation of the Committee on Constitution and By-Laws appointed by the President" be deleted from Articles IX and X of the ACRL Constitution. According to constitutional requirement the proposed change is printed here for the information and comment of the membership. The matter will be decided at the Los Angeles Conference. The change is proposed in order to place more responsibility for constitutional revisions in the hands of the membership.

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Synopsis, Tables, Systematic Schedules, Classes 1-9

Classes A-K: Philosophy, Mathematics, Natural Sciences,
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tion, Sociology, Ethnography, Human Geography

Vol. III, 1953. x, 658 pages. \$15.

Introduction (84 pages, including index)

Table IV, revised

Classes L-Z: History, Religion, Ethics, Political Science,
Law, Economics, Useful Arts, Fine Arts, Languages and
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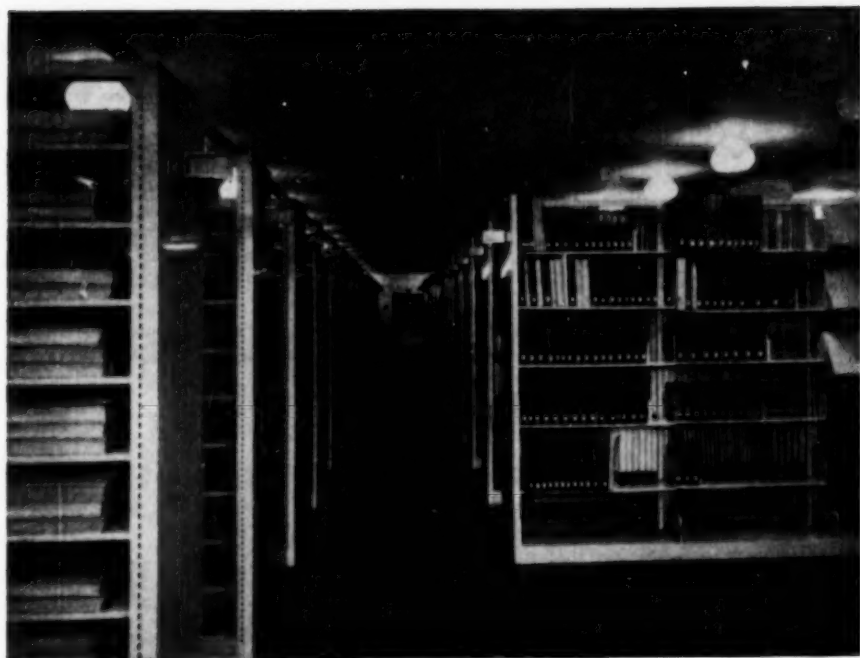
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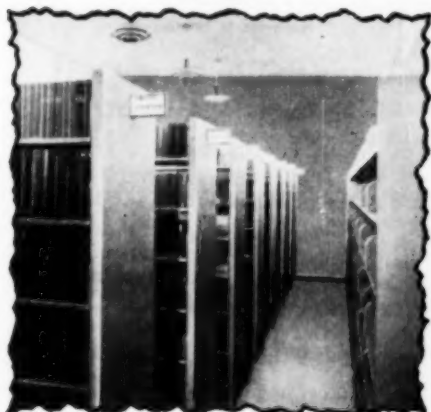


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